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ABSTRACT

This document is the first of two volumes describing the activities of the Tri-State Parenting Collaborative (TSPC) Project, conducted in Minnesota, North Dakota, and South Dakota during the period from 1977 through 1982. The TSPC linked state education agencies, universities, local schools, community groups, and an education development center in a comprehensive effort to educate adolescents and young adults about the responsibilities of parenthood. Serving as a final report, this volume is divided into six parts: part 1 provides an executive summary of the project, part 2 offers an introduction to the project, part 3 documents the need for parenting education and describes the history and objectives of parenting education, part 4 details the tri-state model and program activities, part 5 is dedicated to the evaluation of the project, and part 6 provides a concluding statement, a listing of key project personnel, and a bibliography. (MP)

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The Tri-State Parenting Collaborative

Volume I: Final Report and Evaluation

by Dennen Reilley and Janice Mokros, Ph.D.

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Our most creative effort is nurturing the growth of human beings. The quality of our future depends on the quality of the relationships experienced today by our children.

John Vasconcellos

There is a body of information and knowledge that is important to those who want to make rational and thoughtful decisions as to whether or not they'll assume parenting responsibilities.

W. Stanley Kruger

I have long believed that the development of a child does not begin the day he [or she] is born--or at age three--but much earlier, during the formative years of his [or her] parents.

Edward Zigler

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Part One
Executive Summary

A summary of Volumes I and II.

EXECUTIVE SUMMARY

Based on the documented need for parenting education, The Bush Foundation supported the activities of the Tri-State Parenting Collaborative in Minnesota, North and South Dakota during the period from 1977 through 1982.

The project linked state education agencies, universities, local schools, community groups, and Education Development Center (EDC) in a comprehensive effort to expand Education for Parenthood (EFP) both in the schools and in the community. In each state an Advisory Board made up of educators and community leaders established broad project policy. Specific goals and activities in each state were determined by a Steering Committee and implemented by a network of peer resource personnel called Field Associates (FA's). Overall project direction was provided by Dennen Reilley and a complete listing of key project personnel is included on pages 107-114 of this report.

Major activities common to each state included:

1. conducting awareness workshops focusing on the need for parenting education and the availability of human and material resources;

2. conducting summer workshops, for those planning to introduce or expand programs, focusing on the materials and methods of instruction;

3. identification, training, and deployment of Field Associates to facilitate workshops and provide support to those implementing programs;

4. creating linkages with other organizations sharing our interests and concerns;

5. providing technical assistance during the decision-making and implementation processes;

6. participating at meetings where the focus was family life, parenting, and/or child development; and

7. continuing evaluation of project activities and, during 1980-81, conducting an in-depth study of student learning.

Awareness workshops were conducted by Field Associates and other project personnel at 87 sites over a five-year period and were attended by more than 2,730 teachers, administrators, and community members. It is estimated that 86 percent of the more than 1,260 secondary schools in the tri-state area were represented at these sessions and 21 percent of those attending subsequently applied for admission to summer workshops. It can be extrapolated from these figures that a minimum of 18 percent to a maximum of 86 percent of the schools in Minnesota, North and South Dakota introduced or expanded parenting programs as a result of this project.

Summer Workshops were conducted at the University of Minnesota, North Dakota State University, and South Dakota State University and the nine graduate level programs offered over the five-year period were attended by 366 teachers selected from more than 587 applicants. The intensive two-week programs were team-taught by a college and secondary school instructor to insure that theory and practice would be linked in ways that would be uniquely responsive to participant needs. The success of this model can be seen in the number of applicants and in the fact that 70 percent of those attending the sessions rated them as excellent and 99 percent rated them as good or better on a five-point scale.

Field Associates are peer resource personnel serving geographic areas who provide training, technical assistance, and support to teachers involved in Education for Parenthood activities. Critical to the success of this project was the identification, training, and deployment of these twenty individuals. A two-tier model of training evolved with Field

Associates participating in an initial three-day Consultation Skills workshop and a year later in a graduate level Advanced Leadership Skills Workshop at the University of Minnesota. Whenever possible, these sessions were also team-taught and 85 percent of those attending the sessions rated them as excellent and 99 percent rated them as good or better on a five-point scale.

Linkages were created with groups and individuals in the tri-state area sharing our interest in Education for Parenthood in order to coordinate efforts, establish networks, and promote cost-effective operations. This was accomplished in the following ways:

- first, by inviting representatives of key organizations to serve on our Advisory Board;
- second, by regularly attending meetings of these other organizations and engaging in cooperative activities;
- third, involving these other organizations in our awareness workshops to increase their visibility as parenting education resources.

Technical assistance was provided by the Field Associates and other project personnel to those either planning or already engaged in program implementation via phone, letter, site visit or in-service/support workshops scheduled regularly throughout the tri-state area. Accurate records were not kept of these activities but one Field Associate estimates she made more than 300 phone calls, wrote or responded to more than 100 letters, made 15 site visits, and facilitated eight support groups.

Project personnel participated in more than 20 statewide, regional, and national meetings concerned with Education for Parenthood. At these sessions we had the opportunity to share our work and the tri-state model with others wishing to improve, expand, or introduce parenting

education. These included the U.S. Department of Education-sponsored Vocational Home Economics Conference, American Home Economics Association Conference, and the California Invitational EFP Conferences. In addition, project personnel were asked to prepare and submit a position paper on "Education for Parenthood in Secondary Schools" to the Minnesota Governor's Conference on Families. A copy of the position paper is included on pages 122-123 of this report.

Evaluation of the project involved both quantitative and qualitative measures linked to the 11 goals set out in the 1977 and 1979 proposals submitted to The Bush Foundation. In summary, these were to:

1. involve key state education agency, university, and community organization personnel in Education for Parenthood activities;
2. conduct awareness sessions in Education for Parenthood;
3. assist schools with teacher training and provide technical assistance as they introduce parenting education programs;
4. provide partial subsidies for purchase of parenting education materials to urban and rural schools;
5. leave in place a network of Field Associates as parenting education resources;
6. provide the basis of a self-sustaining network for the introduction of other new programs in the tri-state area;
7. document the impact of the project in the tri-state area;

and in Minnesota during 1979 through 1982 to:

8. encourage involvement of independent and parochial schools in parenting education;
9. provide additional outreach and accommodate additional participants in summer workshops;
10. provide outreach to adults through statewide adult education programs;

11. extend parenting education activities to the junior high school level.

The data provided on pages 69-77 of this report indicates that the goals were met and that the project has been successful in expanding and supporting parenting education in Minnesota, North and South Dakota.

An evaluation of student learning in parenting programs was carried on during 1980-81 and involved 696 students, 16 teachers, and 17 schools in the tri-state area. A standardized instrument, The Parenthood Questionnaire, was used in a pre- to post-test, nonequivalent control group design to assess changes in students' knowledge about child development, their self-confidence in interacting with children, and their skills at solving childrearing problems.

Four scales were utilized to assess the changes: two related to knowledge, one to skills, and one to attitudes. Detailed analysis of the data and results is included on pages 77-101 of this report. In summary, given the initial similarities between the classroom and comparison groups on all background variables, the gains for the classroom group were substantially and significantly greater than those for the comparison group. As neither maturation alone nor the combination of maturation and general school experiences can account for these differences, we must conclude that involvement in the parenting program was the significant variable. The study shows educationally meaningful and statistically significant increases for students enrolled in parenting classes in terms of:

- o increased knowledge of child development,
- o improved skills involving child care and childrearing,
- o and more positive and self-confident attitudes about parenting.

Even though funding has ended, significant elements of the project will continue in the tri-state area. All three universities will continue to offer summer workshops, the state education agencies will continue to promote the goals of the project, and the Field Associates remain as a continuing resource. Part VI of this report details each state's continuing commitment.

This report has been prepared in two volumes. The first volume serves as a final report and has six parts: Part One is an executive summary; Part Two is an introduction to the project; Part Three documents the need for parenting education, its history, and focus; Part Four details the tri-state model and activities; Part Five is the evaluation of the project and student learning; and Part Six is a concluding statement, listing of key project personnel, and bibliography. The second volume serves as a detailed documentation of the Field Associates' role and training and contains six parts: Part One is an introduction to identification and deployment of the Field Associates; Part Two provides a rationale and strategies for experiential learning; Part Three is an analysis of workshop design; Part Four is an outline of the two-tier training program; Part Five contains feedback on the role and training; and Part Six is a concluding statement, a listing of Field Associates, and bibliography.

In conclusion I can only echo the words of one participant in the evaluation document completed at the conclusion of one of our summer workshop programs, "Thank you, Bush Foundation."

Dennen Reilley

Part Two
Introduction

General information on the
Tri-State Parenting Collaborative.

INTRODUCTION

Over the past fifty-six months, The Bush Foundation has supported a project in the states of Minnesota, North and South Dakota linking state education agencies, major universities, local schools, community groups, and Education Development Center in a comprehensive effort to expand Education for Parenthood both in the schools and in the community.

The Tri-State Parenting Collaborative built upon the well-researched and documented need to educate adolescents and young adults about the responsibilities of parenthood in order to help them become more knowledgeable citizens and parents. While this project focused on secondary school students, we worked regularly as well with adults in a variety of community settings.

Several questions guided our initial efforts.

- What agencies, groups, and individuals ought to be involved in this project?
- How can we best provide information about the need for EFP and the availability of resources to the broadest possible audience?
- How can we best provide assistance in the decision-making process to those contemplating the introduction or expansion of parenting programs?
- How can we best provide instruction and support to those introducing or expanding parenting programs?
- How can we best promote linkages between schools and community agencies to maximize the impact of EFP in an area?
- How can we best provide for the continuation of the EFP models created in the tri-state area after the cessation of funding?

During the period from 1977 through 1982, the Tri-State Parenting Collaborative, working with the guidance of advisory boards made up of educational and community leaders in each state, evolved answers to the questions raised and engaged in the following activities:

- Conducted 87 awareness sessions in all areas of the tri-state region involving more than 2,730 teachers, administrators, and community members. These meetings focused on the need for parenting education, available material and human resources, and strategies for the successful implementation of programs.

- Offered graduate level summer workshops at the University of Minnesota, North Dakota State University, and South Dakota State University that were attended by 366 teachers selected from more than 587 applicants. These two-week intensive programs focused on the materials and methods of instruction and actively involved participants in planning their own courses for implementation in their schools.

- Initiated leadership training activities to prepare peer resource personnel for the task of supporting others in their locale, and to design and implement parenting programs. The Field Associates were selected by the steering committees according to criteria established by the Advisory Boards, and graduate level training was provided through the University of Minnesota. A total of 20 Field Associates were identified, trained, and deployed.

- Created linkages with groups and individuals in the tri-state area sharing our interest and concerns about Education for Parenthood in order to coordinate efforts, establish networks, and promote cost effective operations. These have included the YMCA, the March of Dimes Birth Defects Foundation, the Red Cross, 4-H, state PTA's, the Parent Puzzle, SEA Adult Education groups, and the Minnesota Instructional Materials Center.

- Participated in statewide, regional, and national meetings of key groups to heighten awareness of the need for parenting education and to enlist their assistance in the formulation and introduction of programs. These have included the Minnesota Governor's Conference on Families, the Partners in Parenting Conference, two National Vocational Home Economics Conferences, the American Vocational Association

Convention, the American Educational Research Association Conference, and the American Home Economics Association Annual Meeting.

- Conducted an evaluation of secondary school students learnings in EFP classes in 17 sites. The study showed significant gains in parenting knowledge, skills, and attitudes among those in parenting and child development classes when compared to others not enrolled in such classes. The results of the study are presented in detail in Part Five of this report.

- Sales of EXPLORING CHILDHOOD materials in the tri-state area increased sharply during the four-and-a-half-year period. Partial subsidies were provided for school purchases of materials in accordance with criteria established by the Advisory Boards. In addition, films were made available to schools by the Minnesota State Department of Education, the Minnesota Instructional Materials Center (MIMC), the North Dakota Board for Vocational Education, and the South Dakota State University. Over 18 percent of the secondary schools in the tri-state area introduced, expanded, or upgraded parenting programs during the period.

Articles describing the Tri-State Parenting Collaborative have appeared in the EDC News (national circulation 100,000) and in two issues of the EFP Exchange (national circulation 16,000). The project was featured at the 1980 meeting of EFP Training and Technical Assistance Center Project Directors sponsored by the U.S. Department of Education in Albany, New York; the 1981 meeting of key Vocational Home Economics personnel sponsored by the U.S. Department of Education in Louisville, Kentucky; and two 1982 EFP Invitational Conferences co-sponsored by the California Task Force on Positive Parenting; the U.S. Department of Education, and Education Development Center in San Francisco and Newport Beach, California. In addition, the project was selected as one of ten exemplary programs nationally to be documented by the Child Welfare Resource Information Exchange under contract to the Administration for Children, Youth and Families/HHS. The documentation has been advertised broadly

through the Child Welfare Resource Information Exchange and is available at cost through Education Development Center.

As a direct result of our involvement in the 1978 Minnesota Governor's Conference on Families, project personnel were asked by the Governor's Office to submit a position paper on Education for Parenthood. Mrs. Harkness, an aide to Governor Quie, indicates that legislation will be introduced encouraging schools to offer parenting programs and suggesting that students participate in such classes as a prerequisite for graduation. While we are sure she is consulting others, the fact that we have been contacted is an indication of the way this project is perceived. A copy of the position paper is included in this report.

Quantitative measures and recognition by others, however, is only one measure of the success of this project. At least equally important are the many intangibles: the students who decide not to risk having a child before they are mature enough to be parents, the "burned out" teacher who is recharged, and the community agencies working together with schools to achieve shared goals. In the long run, it is these qualitative aspects of our work that make the most difference.

What are some of the things people are saying about the project, the Education for Parenthood materials we have provided, and the workshops we have conducted? The following quotes have been excerpted from evaluations completed after various project activities.

- "Parenting education is so important. We must let our communities know that this should be a required part of the curriculum."
- "The program is concrete and applicable. An appropriate workshop, I received information and ideas I can actually use."
- "I appreciate the sharing of teaching ideas and approaches to parenting."

- "I thoroughly enjoyed the workshop, the atmosphere was relaxed and friendly, well-organized, and very informative."

- "I realized the great concern of many for parenting education and was impressed by the effective utilization of resources."

- "As a student [student teacher], I think other students could benefit from these films. It is important that students learn about child development and be able to get information about places to go when they are feeling trapped with young children and other problems."

- "I'm glad that we had the 'hands on' experience; it isn't just kids that learn by doing."

- "What a valuable resource the EXPLORING CHILDHOOD materials are. Reinforced my feeling that you can't learn child development just from a book."

- "Well-planned and concise, informative, and well-presented."

- "Encouraged about new materials and anxious to try some of these materials with my classes."

- "Much, much useful information that is educational and adaptive to all levels."

- "I got many good ideas I can use in my classroom, plus I know where I can go for more information."

- "I got lots of ideas for things to do with students--also good for me as a mother."

- "It's good to present teachers with materials that are written by experts, that are related to each other in a continuum, and that are tested."

- "Important ideas for me from today's workshop are: EXPLORING CHILDHOOD materials are a valuable resource, you can't learn parenting just from a book. There's a need for better preparation for parenthood."

- "As a first-year teacher I was most impressed with the resources you have shared with us. I must now go home and sort through all my data and decide which I'll start with."

- "I got rejuvenated! Terrific ideas--I've attended many workshops that I get nothing from. This session probably should have been longer--I need time to explore more."

- "There is such a need for parenting education and I appreciate receiving information about good materials without having to weed through it myself."

- "Very educational, relaxing, easy to relate to, and enjoy."

- "Good feelings! There are others that have the same concerns I have and something is being done about them."

- "Keep up the good work. Hopefully someone else will catch on that parenthood is here to stay and we better do a good job of it."

- (Field Associate) "Without Training and continuing support I would not have been effective at all, I would not have known where or how to start. The initial workshops was absolutely essential for my functioning in the Field Associate role. As I became involved, I became aware of additional skills and knowledge required of individuals in helping roles. The Advanced Leadership Skills Workshops helped to meet those needs."

- "I'm encouraged. Things I think are important really are! I have a case to bring up before my community and administration and resources to use when making my presentation."

- "Today I realized the importance of parenting courses in all walks of society. It is good to know there is support, hope, and trust from you and others."

- "Thank you Bush Foundation!"

Anecdotal feedback has helped us to learn the importance of leadership development and sensitivity to individual and community needs which are essential ingredients in the success of a project of this type. It is this sensitivity and genuine concern shown by all involved in this effort that has meant so much to students, parents, teachers, and others who have come in contact with our work. Some might argue

that the enthusiasm that has been generated is merely a "Hawthorne Effect." However, we have long been concerned wtih motivating and supporting educators and in that regard see the "Hawthorne Effect" not as something to be eliminated but rather to be made a permanent fixture in the school environment.

The success of the project is attributable to four factors:

1. the personnel involved in the collaboration, respected leaders who have been generous with their time and actively involved in all phases of our work;

2. the existent networks of educators and community agencies in the tri-state area who have recognized the need for and been supportive of Education for Parenthood;

3. the variety of quality materials available for use in parenting programs. In addition to EXPLORING CHILDHOOD, additional resources have been made available in each state; and

4. the dynamism of the schools and teachers whose willingness to try new materials, to learn new techniques, and to improve the quality of instruction for students has facilitated our work.

This booklet has been prepared as a final report to The Bush Foundation. Beyond that, it is designed to review our success in a way that will facilitate replication of this effort by others.

Part Three
Education for Parenthood

Documentation of the need for and focus of Education for Parenthood.

EDUCATION FOR PARENTHOOD

There is more than ample evidence of our need, individually and societally, for parenting education[1] as a way to improve the growth and development of healthy human beings. It is not possible to understand parenting and family structures without understanding the economic factors, lifestyles, and values influencing them. We live in a period of rapidly changing conditions which profoundly impact families and childrearing practices.

- Changing economic factors: Unemployment, inflation and the shrinking dollar are significant; the increased cost of raising children as well as occupational mobility have an even greater impact; families in which both parents work, higher material expectations in our modern standard of living, and a growing disparity between the have's and have not's are other significant changes. All these changes profoundly affect families, and are often root causes of family stress and trauma.

  For example:

  Working mothers comprised nine percent of the United States work force in 1940 while today they represent 49 percent--a five-fold increase. In 1980 nearly 40 percent of all working mothers had children under six, and 46 percent of all children under eighteen had working mothers. Sixty-one percent of all mothers with children are members of the labor force.

  Fiscal year 1982 federal budgets and those projected for the next four years provide significantly less monies for AFDC (Aid to Familes with Dependent Children), unemployment compensation, and publicly-funded services to children and families.

  Double-digit inflation over a multi-year period has significantly reduced spendable family income.

- Changing lifestyles: The average home environment is experiencing such changes as the highest rate of consumerism in the world, more leisure time, increased

television viewing, one-parent or step-parent households, the loss of the extended family, an emphasis on self-fulfillment, and changing role expectations. All of these conditions force families to make adjustments and are also causes of stress and trauma.

For example:

Many families are making new choices about childbirth. Increased participation of fathers, new awareness concerning such concepts as bonding, breast feeding, Lamaze and Leboyer, and the emergence of alternative birthing centers in hospitals as well as increased out-of-hospital births all impact upon parent-parent and parent-child relationships.

Improved effectiveness and availability of contraceptives allow couples to determine family size and allow young people greater sexual freedom.

The percentage of voluntary childless married women in the United States under 30 has nearly doubled in recent years. In 1960, 24 percent of all married women between the ages 20 to 24 had no children; in 1979, it was 45 percent.

Fewer families live in "extended" groups and in our mobile society fewer families live near or see grandparents, cousins, etc. on a regular basis.

The average size of American households continues to decline from 3.14 persons in 1970 to 2.81 persons in 1978. Today, one-half of all married couples prefer a two-child family, double the number expressing this desire in 1960.

The typical 18-year-old has watched television for 18,000 hours, compared with 11,000 hours spent in school and less than 3,000 spent in church.

- Changing values: Liberation movements, sexual freedom, materialism, the value of children themselves and even the role of the family are all part of the values question. Parents try to balance traditional and contemporary ideas to find appropriate values for their own situation. In the process, stress arises and questions ensue which are increasingly complex and cause family trauma.

For example:

Nationally, one out of ten female teenagers becomes pregnant each year; the number of teenage pregnancies is expected to exceed 1,000,000 this year; approximately 1/5 of all U.S. births are to teenagers; and among those teenagers who were unmarried when giving birth, 96 percent kept their babies. In one state alone during 1979, there were 54,773 live births to women age 19 and under, 19,397 of which were to women under 18. An estimated 53,000 abortions were reported among the 19 and under age group.

In the United States in 1979, there was approximately one legal abortion performed for every three live births, a 38 percent increase in two years.

Between 1965 and 1976, the United States divorce rate doubled to nearly one divorce for every two marriages. The national divorce rate for those married in their teens is three to four times higher than for any other age group.

In 1960 the percentage of all women in the United States ages 20 to 24 who had never married was 28 percent; in 1979 it was 45 percent, while from 1940 to 1978, the annual number of births reported as occurring outside marriage more than quintupled.

The result of increased family stress and trauma is an increase in negative parenting practices, crises, and domestic violence.

For example:

In 1972, 60,000 cases of child abuse and neglect were reported in the United States. In 1979, the number passed the half-million mark. Reported cases may represent only one-half the actual number of incidents. Each year it is estimated some 10,000 children are severely battered; 100,000 are emotionally neglected, and another 100,000 are physically, morally, or educationally neglected. Every year at least 2,000 children die of abuse or neglect, ranking abuse as the number five cause of death among children.

In one state, the number of reported sexual abuse cases rose 135 percent between 1974 and 1979. One out of four women recently surveyed stated they had been

sexually molested before they reached 19 years of age. In most cases, children are sexually victimized between nine and 13.

Suicide has become the third leading cause of death in the 15 to 24 age group nationally, and during 1978, suicide was the cause of death of 10.5 percent of those persons between the ages 15 and 24. It is estimated that 5,000 persons in this age group took their own lives.

These statistics are facts of our lives. We could add more data, but we have enough to be assured that we live in a time of family crisis which calls for preventative and remedial measures.

It is also true that respect for families and parenting is declining in our society.

- Parenting education has not become the major priority many of us hoped it would: there has been far too little attention to preparation for what are certainly among our most significant human activities--becoming and being parents.

- With parents having few places to go for approval, empathy, advice, and support, there's a radical re-evaluation of the meaning and desire of becoming/being a parent.

- People are bewildered and frightened; parenting has lost status and respect, and even incurred scorn in some circles.

At the same time, there is evidence of enormous need for information, advice, and action to deal with parenting dilemmas and problems:

- the booming market for how-to-parent books;

- the greater enrollments in parenting programs, both in school and community settings;

- the increasing media coverage of issues involving human growth and development and relationships, including parenting;

- the many volunteer efforts [e.g., American Association of University Women (AAUW), California Alliance Concerned with School Age Parents (CACSAP), March of Dimes Birth Defects Foundation, National Association for the Education of Young Children (NAEYC), educators, Parent Teacher Association (PTA), Junior League, 4-H] toward improving parenting;

- the federal Education for Parenthood initiative and the development and dissemination of EXPLORING CHILDHOOD by Education Development Center; and

- the many persons committed to parenting education who are trying to make an impact, but with insufficient coordination and not enough public visibility to be effective.

Many of us need to search out the root of our problems in order to do something positive and crisis-preventative regarding the future of our families.[2] Research by leaders in the field[3] consistently points to parenting education as a vehicle for remediation and the preparation of knowledgeable, skillful, and positive parents.

The History of Education for Parenthood

In an address to more than 500 participants at an EFP Invitational Conference[4] convened in early 1981, Stanley Kruger of the U.S. Department of Education stated, "We don't claim to know when Education for Parenthood really began. One suspects it started shortly after Cain slew Abel and Adam asked Eve, 'Do you suppose God has a paperback on sibling rivalry?' To which she responded, 'I asked Him about that, but since we hadn't read the one He gave us on discipline, He didn't think it was any use going any further.'"

While that story may not be historically accurate, it does point up the fact that preparing young people to assume responsible adult roles has been a major focus of parental and societal behavior since prehistoric times. Most of this activity involved modeling adult behaviors and helping

parents carry on day-to-day home-and-work activities. Frequently this involved, and still does in many societies to this day, caring for younger siblings.

Formal education is, historically, a rather recent phenomenon, and parenting education as a curricular offering is even more recent. While Orville Brim[5] has traced Education for Parenthood from 1815, most researchers trace its beginnings from 1888, the year the Child Study Association of America was founded, or 1914, the year the American Home Economics Association initially called for its inclusion in the secondary school curriculum. However, for the purposes of this report, I have chosen to focus on the period 1965 to the present, a period of intensive and extensive Education for Parenthood activity.

In 1965, the American Home Economics Association published the booklet Education for Parenthood, which described exemplary programs currently in operation in schools across the country. Further, it was a call to home economics teachers to introduce or expand programs in their own schools. Nonetheless, studies conducted by the U.S. Office of Education (now the Department of Education) and the Office of Child Development (now the Administration for Children, Youth and Families/HHS) in early 1970 indicated that few programs were being offered, and that only a small percentage of students in schools where such programs were offered actually enrolled in parenting classes.

In 1972, the U.S. Office of Education, the Office of Child Development, and the National Institute of Mental Health launched a joint effort to help schools initiate new or improve and expand existing parenting programs. The federal Education for Parenthood initiative had several components:

- a survey of existing programs and materials to decide what needed to be done to fill in the gaps;

- development, field testing, and dissemination of curriculum materials for use in secondary schools;
- sponsorship of activities by seven voluntary youth-serving agencies to expand programs for adolescents beyond the schools;
- establishment of a resource/clearinghouse to identify, catalog, and make available information about existing materials;
- collaborate with other agencies, both public and private, to increase public awareness of the need for parenting education; and
- provision of technical assistance to those wishing to introduce or expand parenting programs.

More than ten million dollars in grants and contracts from a number of federal agencies supported these efforts.

EFP in the Schools

Grants to Education Development Center in Newton, Massachusetts, supported development of the EXPLORING CHILDHOOD curriculum, field testing in 234 schools nationwide, and establishment of a field services network for continuing dissemination and support of the program. Support was also provided to Applied Management Sciences for development of the Footsteps television series and to the Center for Child Study at Indiana University for development of the Facilitative Environments Encouraging Development (FEED) program.

EFP in Community and Voluntary Agencies

Grants made to seven voluntary agencies supported a total of 29 separate EFP projects for teenagers from urban and rural areas. Participating agencies were: Save the Children Federation, National Federation of Settlements and Neighborhood Centers, Boys Clubs of America, The Salvation Army, Girl Scouts of the U.S.A., National 4-H Club Foundation, and the Boy Scouts of America. Support was also provided to Roy Littlejohn Associates for the Exploring Parenting seminars, an adaptation of EXPLORING CHILDHOOD for Head Start parents.

EFP Information and Technical Assistance

Grants to the Southwest Educational Development Laboratory in Austin, Texas supported establishment of the Parenting Materials Information Center (PMIC) to review, catalog, and provide information about available resources. In addition, the U.S. Department of Education's Office of Parent/Early Childhood and Special Programs sponsored conferences, prepared reports, and distributed information about EFP materials and resources.

Education for Parenthood was based on three premises:

- School and community programs should supplement, rather than replace, any parenting training received at home.
- Programs should strengthen the family as the most important influence on a child's life.
- The more people know about child development and child-rearing, the better equipped they will be to make informed decisions regarding marriage and parenthood.

All of Education Development Center's EFP activities, including the Tri-State Parenting Collaborative, were built upon acceptance of these premises.

EDC's involvement in parenting education began in 1970, when support was sought and secured from the National Institute of Mental Health for a program involving secondary school students in cross-age helping experiences as a way of reducing alienation in the family. Added support the following year and through 1976 from the Office of Child Development (now the Administration for Children, Youth and Families/HHS) broadened the program to include child development and parenting, which were agency priorities being articulated by the director at that time, Dr. Edward Zigler. The U.S. Office of Education (now the Department of Education) supported these efforts as they related to that agency's career education and later parenting/early childhood education initiatives. Out of this collaboration came Educa-

tion for Parenthood and development of the EXPLORING CHILDHOOD program currently being used in parenting education programs for adults and secondary school students in more than 7,300 sites in all 50 states, Puerto Rico, the Virgin Islands, Canada, and numerous overseas countries. Sites include: public, parochial, and independent schools; Head Start programs; adult education centers; counseling services; church groups; hospitals; social service agencies; cooperative extension services; and voluntary organizations.

Education Development Center is a publicly supported, nonprofit organization engaged in curriculum research, development, and dissemination. Founded in 1958, EDC became a leader for curriculum reform and institutional development in the United States and abroad. In the mid-sixties, EDC expanded its work in preservice and inservice teacher training, community support for educational programs, and school change. Work in the seventies became further diversified to include programs which meet the needs of the larger community outside the school and to provide educational services to other countries.

EDC responds effectively to educational needs and opportunities in the United States and abroad because of staff capabilities, diverse perspectives, and cumulative expertise in project design and planning, materials development, research and evaluation, training and technical assistance, dissemination and distribution, and program management. Over the years, EDC has developed extensive networks of contact among schools, universities, community agencies, and professional associations on which it can draw for substantive input, professional advice and review, collaboration, and field testing and dissemination. At present, there are more than 20 active projects based at EDC, each with its own funding, director, and staff.

Central to EDC's efforts have been the development of implementation models to ensure the qualitative and quantitative introduction of Education for Parenthood. Since 1972, Field Services has assisted educators across the country with EFP resources. During the period from 1977 through 1982, The Bush Foundation supported the Tri-State Parenting Collaborative as a demonstration project serving Minnesota, North and South Dakota, involving state agencies, universities, community organizations, local schools, and EDC. Central to the project is the concept of networking, bringing together those sharing our interest in and concerns about parenting education, and the involvement of peer resource personnel as linking agents.[6]

Field activities nationally and in the tri-state area include:

- o awareness--journal articles, presentations, participation at conventions, workshops, direct mail, involvement in professional organizations, and co-sponsorship of conferences (e.g., the California Invitational Education for Parenthood Conferences with the California Task Force on Positive Parenting and U.S. Department of Education);

- o implementation--undergraduate and graduate level courses, inservice workshops, site visits, and utilization of peer resource personnel (45 Field Associates have been identified, trained, and deployed nationally); and

- o technical assistance--site visits, teacher guides, phone consultations, and publications of a newsletter, the EFP Exchange.

Specific Field Service activities during the period from 1977 through 1982 have included:

- o Awareness Workshops

  Eight hundred workshops in all 50 states, Puerto Rico, the Virgin Islands, Canada, Australia, New Zealand, and Germany attended by more than 18,000 teachers, administrators, parents, and community members.

- Inservice Workshops

  Four hundred and fifty workshops of one day to two weeks attended by more than 6,000 persons and offered on a regional, statewide, and local level. Many sessions were offered for graduate credit through a number of institutions, including the University of Minnesota and the University of Wyoming.

- Summer Workshops

  Fifteen workshops attended by more than 580 persons and offered for graduate credit by institutions, including the University of Minnesota, North Dakota State University, South Dakota State University, the Pennsylvania State Department of Education, and Vanderbilt University.

- Technical Assistance

  Since the initiation of Field Services activity, we have responded to more than 42,000 requests for information or assistance via phone and letter, and made numerous site visits to schools or community agencies implementing or planning to implement the program.

- Field Associates

  Since inception, Field Services has provided support through 11 Regional Field Coordinators (RFC's) and a national network of 45 Field Associates (FA's). Training sessions have been held as follows: Newton, Massachusetts--1973; Ann Arbor, Michigan--1975; Denver, Colorado--1975; Sterling Forest, New York--1976; Chicago, Illinois--1976; St. Paul, Minnesota--1977; Fargo, North Dakota--1979; Sioux Falls, South Dakota--1980. Advanced Leadership Skills Workshops as a follow-up to initial training have been offered for graduate credit at the University of Minnesota during the period from 1978 through 1981. One hundred and twelve persons have attended these sessions.

- Conventions and Professional Meetings

  Field Services staff have participated in more than 160 sessions, exhibited materials at more than 50 conventions, and made more than 120 presentations at meetings attended by more than 4,000 participants. A partial listing includes: AHEA, AVA, NCSS, NAEYC, NASSP, NSBA, ASCD, and NASA. Also included are invitational conferences co-sponsored with the Office of Child Development in 1974 and 1975; two meetings co-sponsored with the Department of Education and California Task Force

on Positive Parenting in 1981; and the 1974 Inter-Island Conference at the University of Hawaii. During the current year, we are scheduled to participate at the AERA, Head Start, and AHEA meetings.

- o Program Implementation

  Five thousand two hundred thirty-eight school and 2,132 non-school sites have introduced and/or expanded the program since the 1973-74 national field test, which involved 243 schools in 47 states.

- o Outgrowths

  As a result of the work we conceptualized, 270,000 dollars was received from The Bush Foundation during the period from 1977 through 1981 for the Tri-State Parenting Collaborative. Contacts have been made with several foundations to secure support for replicating the model in other parts of the country, including: The Piton Foundation, the Mary Reynolds Babcock Foundation, the Levis Strauss Foundation, and the Rosenberg Foundation.

- o Newsletter

  Since 1974, 19 issues of the EFP Exchange have been prepared and distributed. During 1980 and 1981 the newsletter was expanded to 12 pages.

- o Articles

  Forty-seven articles describing the program have appeared in such diverse publications as Parade Magazine, Children Today, Ladies Home Journal, Better Homes and Gardens, Today's Education, and American Education.

- o Research

  The program has been the focus of at least three major studies since our evaluation of the national field test during the period from 1973 through 1975. In 1977, Larry Morris and the Staff of Behavior Associates evaluated the EFP efforts of seven voluntary youth-serving organizations, many of which utilized EXPLORING CHILDHOOD materials. In 1979 to 1980, Carolyn Brown of Vanderbilt University conducted a follow-up study of 89 students who had participated in EXPLORING CHILDHOOD in the high schools of Nashville, Tennessee, and in 1980 to 1981, Dennen Reilley and others evaluated the effectiveness of parenting programs involving 695 students at 17 selected sites in Minnesota, North and South Dakota.

- Other

  As logical extensions of our work, arrangements have been made for distribution of the program in the Pacific Basin through Educational Media Australia. We have prepared and printed revised editions of the teacher guides. We have published and distributed the FEED program developed by the Institute for Child Study at Indiana University with support from the Bureau of Education for the Handicapped/E.D. We have developed numerous catalogs, flyers, and posters describing our work. We have collaborated with various groups sharing our interests and concerns (e.g., the California Task Force on Positive Parenting). We have prepared and distributed two editions of a booklet on funding sources. And, we have undertaken the development of a series of seminars for adults entitled EXPLORING PARENTHOOD.

Additional EDC work in the areas of health and human development includes development of the following programs:

- Project Burn Prevention, funded by the Consumer Product Safety Commission;
- Foster Parent Training Materials, prepared under a subcontract to the Child Welfare League of America, and funded by the Administration for Children, Youth and Families/HHS;
- Starting a Health Family, supported by the March of Dimes Birth Defects Foundation and the Kellogg Foundation;
- Teenage Health Teaching Modules, funded by the Center for Disease Control; and
- Family and Community Health Through Caregiving, supported by the Kellogg Foundation.

Over the past few years, several other organizations, foundations, and agencies have become actively involved in Education for Parenthood. A partial listing includes:

- American Association of University Women (AAUW), Washington, DC

- The Mary Reynolds Babcock Foundation, Winston-Salem, NC
- The Bush Foundation, St. Paul, MN
- California Task Force on Positive Parenting, Sacramento, CA
- Center for the Family (American Home Economics Association), Washington, DC
- Consortium of Child Abuse Councils, Chicago, IL
- The Danforth Foundation, St. Louis, MO
- Education Commission for the States, Denver, CO
- Friends of the Family, Washington, DC
- Foundation for Child Development, New York, NY
- Head Start Bureau (ACYF/HHS), Washington, DC
- Hogg Foundation, Austin, TX
- March of Dimes Birth Defects Foundation, White Plains, NY
- National Parent Teacher Association (PTA), Washington, DC
- Betty Phillips Center for Parenthood Education at George Peabody College of Vanderbilt University, Nashville, TN
- The Rosenberg Foundation, San Francisco, CA
- The Levi Strauss Foundation, San Francisco, CA

Their involvement has broadened the base of support for, and interest in, parenting education in both school and community settings and has resulted in expanded programs for larger audiences. We look forward to even greater implementation in the future.[7]

The Focus of Education for Parenthood

Despite a broad base of agreement that Education for Parenthood is needed, no consensus exists on either the target audience or focus of such programs.

On the one hand are those who believe that parenting education should be a requirement for graduation for all adolescents, and that the focus of programs should be on the

knowledge, skills, and attitudes necessary to make responsible decisions about parenting in the future. The American Home Economics Association and the March of Dimes Birth Defects Foundation are two organizations promoting this pre-parenting view of Education for Parenthood.

On the other hand, Burton white and others believe that parenting education should occur during the period of pregnancy, when the need for information is immediate and motivation is greatest.

In the middle are numerous groups including EDC and the U.S. Department of Education who see a need for Education for Parenthood among school-age adolescents, parents-to-be, and those who already are parents. Those taking this broad view acknowledge that different materials, addressing different topics, and employing different strategies are needed for each group. However, there is no clear agreement about what these materials, topics, and strategies should include. They applaud the rich diversity of materials currently available and have identified areas where still more materials are needed.

This variety of materials creates problems for educators who must make the decisions about which topics are appropriate for which groups, which approaches will work best, and which materials can most effectively achieve their goals. Personnel involved in the Tri-State Parenting collaborative have identified the following components of a comprehensive parenting program for adolescents in school settings.

- o <u>Self-concept</u>

  There is increased awareness that one can't care for others if one doesn't care for oneself. Many schools recognize this fact and focus on nurturing a postive self-image throughout a student's school life.

- o Relationship Skills

  Interpersonal relationships are at the heart of family life. Dating, marriage, and parenting are all important areas of study for adolescents who have already begun to assume new roles within their own families and vis-a-vis their peers.

- o Decision Making

  Students and young adults have to examine the values on which they base important decisions about work, marriage, and families. They should begin to probe their own ideas about practical solutions to problems that affect family life.

- o Consumer Skills

  Studies show that financial problems, more than any others, cause stress in family life. Students should be aware of the real costs and benefits of marriage and raising a family.

- o Child Development

  Unrealistic expectations regarding children's growth and development are another source of family stress. Students should have an opportunity to learn about children and to develop skills by actually working with young children.

Those of us involved in Education for Parenthood are aware of the awesome responsibility each of us assumes as a parent and how unprepared most of us are to meet that responsibility. Thus, our continuing efforts to broaden the availability of, and participation in parenting programs. This need is being increasingly recognized: increased parenting/family life education was one of only thirty-four recommendations made at all three sites of the 1980 White House Conference on Families.

Notes

1. Reference the following publications: Adolescent Perinatal Health, Chicago: The American College of Obstetricians and Gynecologists, 1979; Recelebrating Families, Sacramento: The California Task Force on Positive Parenting, 1980; Families Today (Volumes I and II), Washington, D.C.: National Institute of Mental Health, 1979; Preparing Tomorrow's Parents, New York: Public Affairs Committee, 1972; and Healthy Families: Chance or Choice, White Plains: March of Dimes Birth Defects Foundation, 1980.

2. Adapted from the position paper, Recelebrating Families prepared by the California Task Force on Positive Parenting.

3. Reference the following publications: Parenthood Education: An Investigation of Long-Range Effects of the EXPLORING CHILDHOOD Curriculum, by Dr. Carolyn Brown; EXPLORING CHILDHOOD Evaluation Summary 1980-81, by Dr. Janice Mokros and Dennen Reilley; Education for Parenthood: A Program, Curriculum, and Evaluation Guide, by Dr. Larry Morris; and Reassessing Our Educational Priorities, by Dr. Burton White.

4. Reference the Education for Parenthood Conference Report, Newton: Education Development Center, 1981.

5. Reference Education for Children Rearing, New York: Russell Sage, 1959.

6. Reference Volume Two of this report, The Tri-State Parenting Collaborative: Leadership Development, Newton: Education Development Center, 1982.

7. Not mentioned in this report, but in broad use across the nation, are: Parent Effectiveness Training (PET), based on the work of Dr. Thomas Gordon, Systematic Training for Effective Parenting (STEP), developed by Drs. Don Dinkmeyer and Gary McKay, and the numerous programs developed and distributed by the March of Dimes Birth Defects Foundation.

Part Four
The Tri-State Model

Project activities and timeline for the
period 1977 through 1982.

THE TRI-STATE MODEL

The Tri-State Parenting Collaborative represents a coalition of a foundation, state education agencies, state universities, and EDC working to promote a federally supported initiative: Education for Parenthood. To provide an even broader base, each of these groups has engaged in outreach activities. Currently active are representatives of the March of Dimes Birth Defects Foundation, secondary school principals, voluntary youth-serving organizations, independent schools, the state PTA, teachers, adult education programs, and other health and social welfare agencies. By establishing reciprocal working relationships with these groups, the regional vocational centers, and local school districts, we have been able to generate increased awareness and assist local decision-making regarding the introduction or expansion of parenting programs.

The idea that "good" curricula, ideas, and practices will spread simply because they are "good" has been amply disproved by both research and result. We were concerned that the model upon which this project was organized be one that adequately reflected current research[1] and practice, but also broke new ground in the area of collaborative relationships as a vehicle for achieving shared goals. Subsequent studies[2] indicate that this project and the collaborative model we created are on the cutting edge and that we have indeed broken new ground regarding the mobilization of resources within "loosely coupled" systems/organizations.

Our efforts commenced with a detailed review of the literature related to dissemination, change agentry, and program implementation in educational settings. A bibliography of references and resources is included on pages 65-66 of this report.

We were also fortunate to have the guidance of Dr. Ronald Lippitt[9] during the period of proposal development and during the initial phases of project development. The collaborative model concept evolved as a result of our literature review, Ron's input, and the prior experiences of key project personnel. It is interesting to note that subsequent research[7] has validated our choices.

Early efforts to disseminate new educational materials and teaching strategies borrowed heavily on the agricultural model. In the 120 years since passage of the Morril Act,* the U.S. Department of Agriculture, through its network of university-based research centers and county agents, has effectively narrowed the gap between new findings and the implementation of those findings with resultant increases in productivity and product. It was hoped that replication of the model would result in similar improvements in education.

Over the past 20 years, researchers have identified significant differences between farms and schools/farmers and teachers.

1. When a seed produces a better crop or increases the output per acre, the farmer immediately realizes the benefit of using that seed; but the advantages of new educational programs are hardly ever that evident and the benefits to the teacher marginal.

2. New seed is usually planted in the same way as old seed, while new educational programs frequently demand that the teacher learn new skills, take on new roles, and use new materials.

3. The decision to use or not use new seed is the farmer's alone, while the decision to introduce a new program in the schools may involve administrators, the school board, and the community, as well as the teacher. In some instances the decision is made without involving the teacher, and almost always without input from students.

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*The Cooperative Extension Service was established by the Smith-Lever Act in 1914.

The Institute for Social Research at the University of Michigan postulated three models[3] applicable to social organizations, including schools.

- The first and most widely known is the Research, Development, and Diffusion model. This is the model adopted by most of the national curriculum projects during the 1960's. This approach assumes that new products and practices evolve from a sequence of research, a discovery of new knowledge; development, transforming knowledge into a useable plan; and dissemination, transmission to the user. It hypothesizes a passive although not irrational consumer who, although he has no voice in the process, will see the value of the innovation and adopt it. The products of this approach usually have had high development costs, presumably justified by the quality of the final product. The Research, Development, and Dissemination model is linear, or consecutive, and critics charge that it is insensitive to the individual needs of the user.

- The second is the Problem-Solver Model, which identifies the needs of the client or user as the starting point for change activities. This is the model used by the educational research and development laboratory network. Proponents of this approach postulate a "need reduction cycle" having the following components: need--a need is initially felt and then identified; translation and diagnosis--the need is then translated into a problem; search and retrieval--the problem is followed by a search for solutions (usually with the help of a change agent or consultant); adoption and trial--a solution is selected and applied; and, evaluation--the solution is evaluated to assure that desired results are being achieved. Proponents point to the high retention of user-initiated change and the sensitivity of this approach to user needs, while critics say it is parochial in its view of the scope and process of change. It does not provide for wide diffusion, and each school district is put into the position of having to rediscover the wheel.

- The third is the Social Interaction model, which assumes the presence of a well-defined product or innovation and focuses on the diffusion elements of the

process. This is the model adopted by the National Diffusion Network. Advocates of this approach indicate the importance of the following components: the social relations network ("linkages"), the users' position in the network, the informal personal contacts of the disseminator, and the significance of reference group identifications. They postulate a five-phase model of adoption: awareness, interest, evaluation (in terms of local needs and priorities), trial or pilot adoption, and adoption and broad utilization. This approach stresses the importance of formal and informal collaborative networks, and while linear in structure, it has built-in "feedback loops." Critics of this model point to lack of concern with the developmental process and to the adaptations that occur as the innovation flows through the system. Proponents see the latter situation as a positive element and view Social Interaction as synthesizing the best elements of the Research, Development, and Diffusion and Problem-Solver approaches.

Since 1947, when the National Training Laboratory[4] was founded, there have been numerous research and operational projects supported by federal, state, and private sources that have focused on the nature of change, change agentry, and the communication of innovation. What follows is a partial list of major projects related to educational dissemination.

- 1965: Conference on educational change sponsored by the Center for the Advanced Study of Educational Administration.
- 1969: Establishment of the university-based Regional Center network by the National Science Foundation.
- 1970: Funding of the U.S. Office of Education's Pilot State Dissemination Program.
- 1973: Wingspread Conference for educational change agents co-sponsored by the NSF and the Johnson Foundation.
- 1973: Field Services office established at EDC to provide for national dissemination of new educational programs.

- 1974: Publication of the Rand Corporation report on federal programs supporting educational change.

- 1974: The Far West Laboratory for Educational Research and Development conducts a study of ten national dissemination efforts.

- 1976: The National Institute of Education supports the Inter-State Project on Dissemination to study and report on the current status of dissemination efforts in state education agencies.

- 1976: Establishment of the National Diffusion Network by the U.S. Office of Education and the National Institute of Education.

- 1977: Center for Vocational Education conference on increasing the impact of innovative projects in the schools.

- 1977: U.S.D.E.-N.I.E. co-sponsored Belmont Conference exploring linking agent functions and needs.

- 1977: Funding by The Bush Foundation of the Tri-State Parenting Collaborative as a dissemination, networking, training, and support project.

Perhaps most influential in shaping the framework of the proposed Bush project were the experiences of Dennen Reilley[5] as Director of the National Science Foundation Regional Center at Central Connecticut State College during the period from 1969 through 1973, and director of two research projects at the Far West Laboratory for Educational Research and Development in San Francisco, California.

In the late 1960's, a number of elementary and secondary school curriculum projects, developed under grants from the National Science Foundation, became available to schools, and universities across the country were invited to submit proposals for teacher-training and dissemination projects. Central Connecticut State College was one of eight sites across the country funded to initiate and implement full-year programs and develop models that could be replicated at other locations. Our challenge was to prepare

teachers to successfully teach new programs in their classrooms and also disseminate information about these programs in a multi-state area.* The innovative model had several components which were used successfully in the Tri-State Parenting collaborative.

- Summer Workshops for teachers that were taught by a team of theorists (professors of science and social science) and practitioners (teachers who had worked with the new materials in their own classrooms).

- The development of peer resource personnel. Teachers at the workshops had three tasks during the coming year: (1) to teach the new program to their students, (2) to conduct inservice workshops for five to eight other teachers introducing the program, but not in attendance at the summer workshop, and (3) to disseminate information about the program to other schools and districts in their area.

- The creation of linkages with state education agency personnel, professional education associations, local school administrators, and others having an interest in new programs and improvement of instruction.

As a result of these efforts, more than 200 peer resources/teachers were trained at Central Connecticut State College during a four-year period and new programs were introduced by 1,260 teachers in 157 school districts in the multi-state region served. The model was subsequently used by other NSF projects across the country during the period from 1973 through 1976, including two directed by Dennen Reilley at Education Development Center. This work formed the foundation upon which this project was built.

*The CCSC Regional Center served the states of Maine, Vermont, New Hampshire, Massachusetts, Rhode Island, Connecticut, New York (south of Albany, including New York City), New Jersey, Pennsylvania (eastern, including Philadelphia), Delaware, Maryland, Virginia, and Washington, D.C.

In 1974, the Far West Laboratory published case studies[6] of educational dissemination efforts from which the authors drew the following conclusions.

- o A complete and effective diffusion effort is expensive (some estimate the cost as equal to development expenses, and commercial publishers expend much more).
- o Awareness activities alone are not sufficient to make implementation occur. (There must be a continuum of activities from awareness through adoption and institutionalization.)
- o The fact that a "product" is the result of a research and development effort does not automatically mean it will be widely implemented.
- o Innovations seem to have the greatest prospect for success when they involve a tangible "product" combined with provision for training.
- o Technical problems in the implementation of new innovations often occur and users need assistance.
- o Distance, either physical or psychological, between developers and disseminator can hamper the diffusion of a product.

These conclusions formed the framework for an initial conceptualization of the Tri-State Collaborative model.

In 1977, the Far West Laboratory was just commencing work that was designed to relate the seminal work of Cornell University Professor, Dr. Karl Weick, on "loosely coupled systems"[7] to educational institutions and the problem of disseminating new ideas and materials to schools. He postulated that organizations with diverse and multiple goals, minimal management and supervision, and maximum employee autonomy were significantly different than more monolithic organizations. It followed, therefore, that the spread and adoption of new ideas would have to be thought about differently than through the familiar "sell the boss" routine. This work reinforced our belief that the teacher, not the administrator, although his/her support needed to be nurtured, was the significant individual upon whom to focus our

attention. We chose not to seek Board of Education adoption and resultant "trickle-down" to teachers, in whose classrooms the ultimate success or failure of new ideas and materials ultimately resides. Instead, we engaged in activities directed toward linking teachers, administrators, and members of the community, helping them reach collaborative decisions about the best way to meet the need for EFP in their schools, and providing support for teachers after programs were introduced.

There exists in the education literature considerable support for the concept of collaboration.[8] In 1977 David P. Crandall provided a definition of collaboration that is still applicable today:

> Collaboration is the process of working together to solve problems and act on the solution under circumstances where all parties believe that a mutually agreeable solution is possible and that the quality of its implementation, as well as the level of satisfaction they will experience, will be improved by virtue of engaging in the process.

In order for collaboration to be successful, there are certain variables/criteria that must be considered.

1. Each party's decision to become involved in the joint venture of collaboration results from choice; participation is voluntary.

2. All parties must have an equal stake in the activities undertaken, usually involving the contribution of equal amounts of money, time, and effort.

3. All parties must have an equal stake in the consequences of the collaborative process, whether good or bad.

4. Within the process of collaboration, decision making is shared; each party has veto power over what is undertaken.

5. Each party is dependent upon the others for the accomplishment of the work that each, on its own, could not accomplish.

6. There is a common understanding of expectations of what each party is to do, including knowledge of the constraints and limitations from all participants.

7. Collaboration must involve an organized effort with clearly defined plans for substantive action which elicit mutual involvement from all participants.

8. Collaboration also calls for a willingness among institutions to submerge some of their own self-interests to accomplish larger goals, as well as a mutual belief that collaboration will result in benefits to individual organizations, in addition to the group as a whole.

To be successful, collaboration calls for highly competent leadership and for participants that are not already experiencing role overload and who have the ability to give the collaborative process priority status within the context of the organization.

THE MODEL

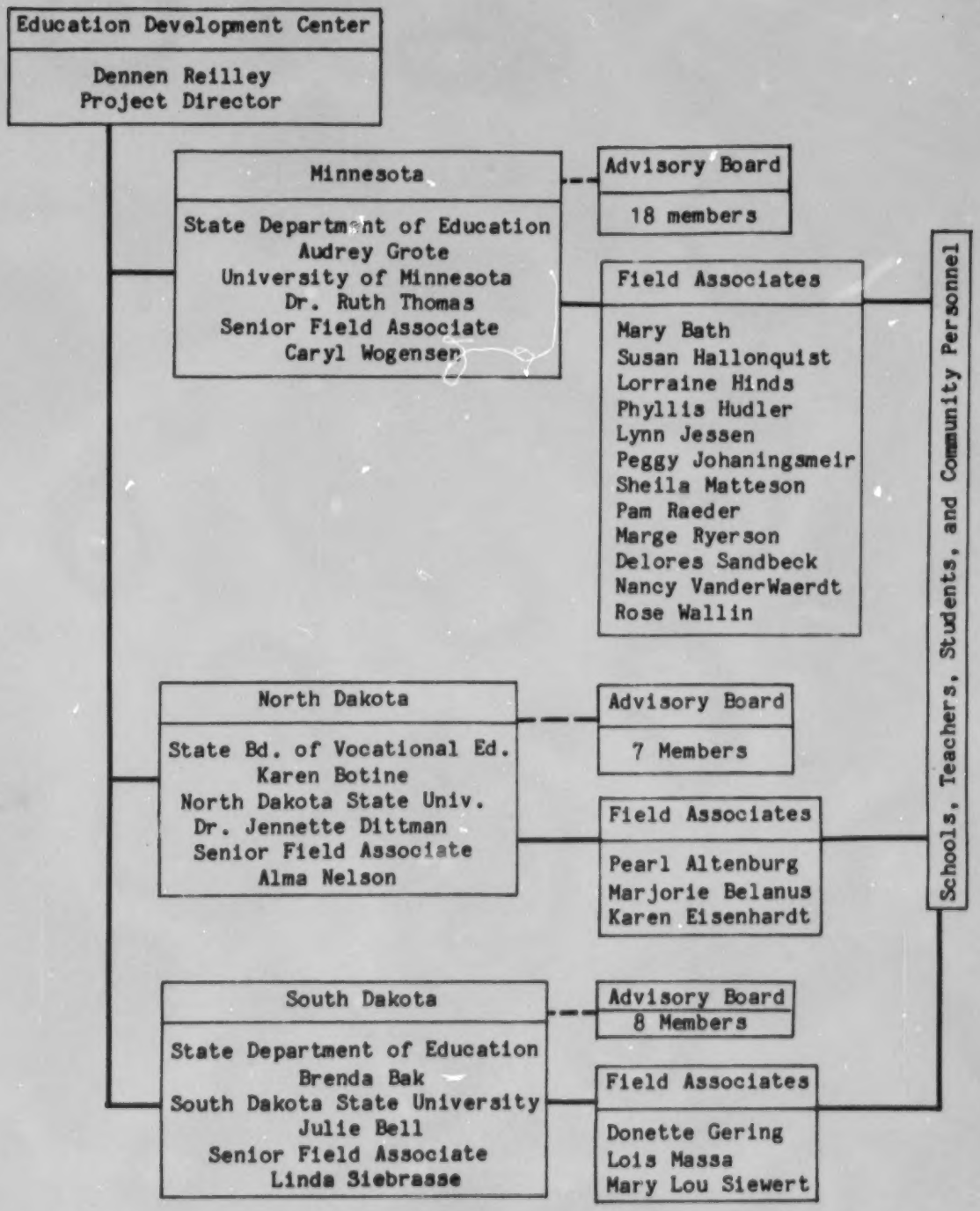
Project direction came from Steering Committees established in each state, made up of representatives of the following major institutions involved in the program:

- State Departments of Education and/or Boards of Vocational Education,
- State Universities (University of Minnesota, North Dakota State University, and South Dakota State University),
- Local school district parenting programs, and
- Education Development Center, Inc.

They were assisted in their work by statewide networks of Field Associates, teachers currently involved in parenting programs, who served as resources to schools and other groups. The identification, training, and utilization of Field Associates is detailed in the second volume of this report, Leadership Development. Their work in conducting awareness and inservice workships was integral to the success of the project, as was their means of contacting local groups wishing to be involved in Education for Parenthood activities. The fact that they currently teach parenting programs gives the Field Associates great credibility, and their geographic spread makes them especially sensitive to local needs and resources. (See Part Six of this report for a listing of Field Associates and a map indicating the region served by each.)

Advice and guidance was provided in each state by an Advisory Board made up of representatives of key groups. The Advisory Boards monitored the project's activities and provided links with other organizations and individuals interested in Education for Parenthood. A listing of Advisory Board members is included on pages 107-113 of this report.

Project organization can be shown diagrammatically as follows:



Within broad parameters, each state team* established its own specific goals for the project and carried on activities designed to reach those goals. The following goal and activity statements were prepared by members of the Steering Committee and approved by the Advisory Board in each state.

Minnesota

The Minnesota Parenting Collaborative was created in 1977 with the support of the Bush Foundation to provide intensive Education for Parenthood information, materials, and support services in Minnesota. The staff, all educators with full-time jobs in home economics and areas related to child development, serve as resources to individuals and groups in schools and community agencies who wish to learn more about Education for Parenthood.

Collaborative activities include working with groups and agencies concerned with issues of Education for Parenthood, child growth and development, and family life by:

- conducting awareness, inservice, and support workshops;
- providing technical assistance where programs are being considered, initiated, or expanded;
- sharing information with the public through mailings, articles, and presentations;
- conducting graduate-level workshops at the University of Minnesota for teachers planning to introduce or expand EFP programs; and
- conducting graduate-level leadership development workshops at the University of Minnesota to prepare selected educators to serve as peer resources.

*The state team consists of the Project Director, Steering Committee, Advisory Board, and Field Associates.

North Dakota

The North Dakota Parenting Collaborative was created with the support of The Bush Foundation to provide intensive parenting education information, materials, and support services in North Dakota. The staff are all educators in home economics. In this project they serve as resources to individuals and groups in schools and community agencies who wish to learn more about parenting education.

Collaborative resources include:

Workshops

- o conducting awareness workshops throughout the state for teachers and members of the community concerning issues of parenting education;
- o conducting graduate-level summer workshops at North Dakota State University for teachers planning to introduce or expand parenting education programs;
- o conducting inservice workshops regionally throughout the year for teachers in schools and community agencies implementing parenting education programs.

Technical Assistance

- o providing consultation by phone, letter, or site visits to existing or proposed programs;
- o encouraging and suporting the development of community adult parenting education programs;
- o providing partial subsidies for school purchase of parenting education materials.

Community Networking

- o working with other groups and agencies concerned with issues of parenting, child growth and development, and family life;
- o participating in conferences and meetings that address issues relating to parenting and child development;

- sharing information with the public through mailings, articles, and presentations to create awareness of the need for parenting education.

South Dakota

The South Dakota Parenting Collaborative was created with the support of The Bush Foundation to provide intensive Education for Parenthood information materials, and support services in South Dakota. The staff are all involved in home economics education. In this project, they serve as resources to individuals and groups in schools and community agencies who wish to learn more about parenting education.

Collaborative activities include:

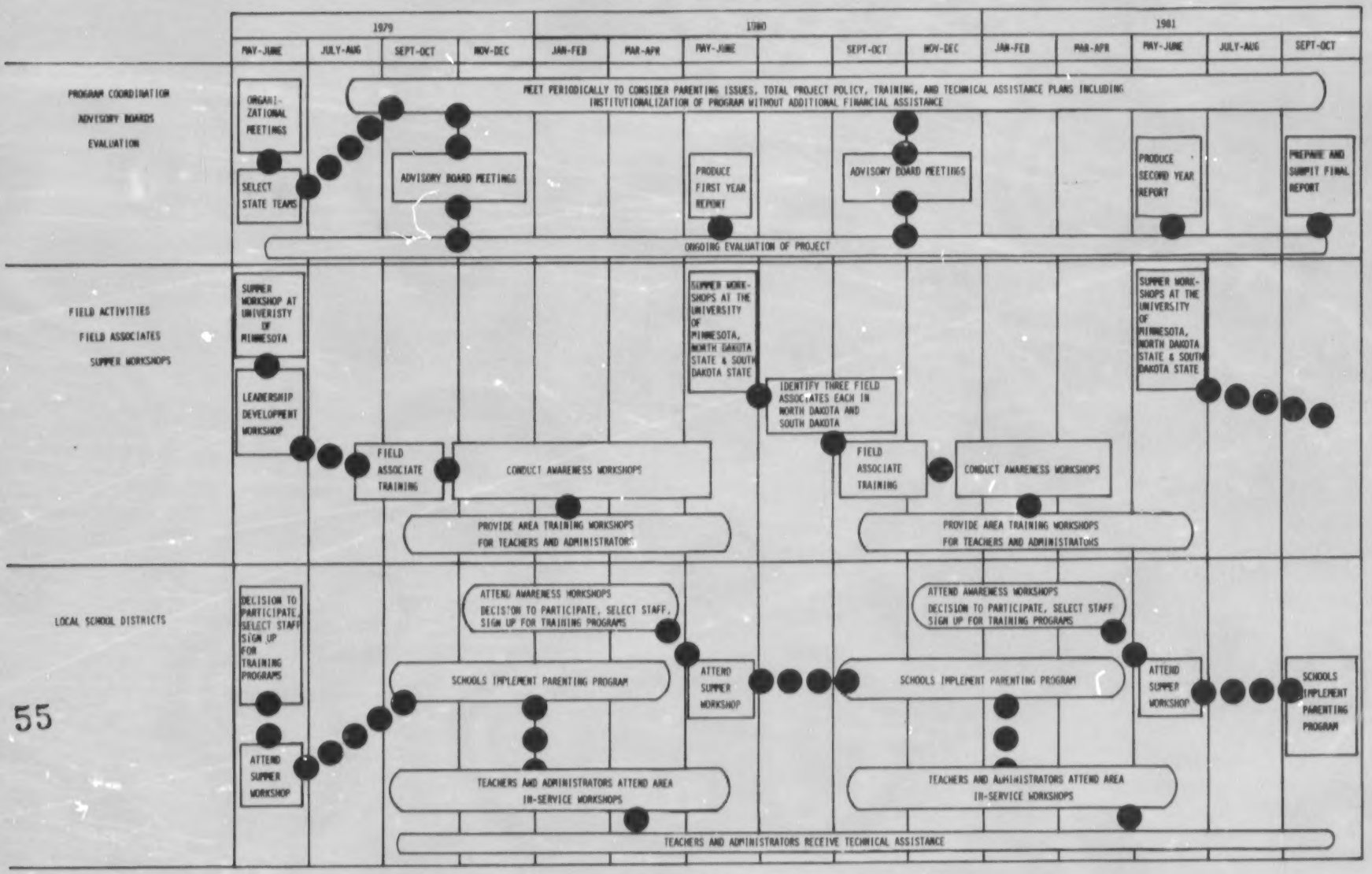
- working with other groups and agencies concerned with issues of parenting education, child growth and development, and family life;
- conducting information workshops throughout the state for teachers and members of the community;
- participating in conferences and meetings that address issues relating to parenting and child development;
- conducting graduate-level summer workshops at SDSU for teachers planning to initiate or expand parenting education programs during the coming year;
- strengthening existing parenting classes in home economics for both students and adults;
- conducting inservice workshops regionally throughout the year for teachers in schools and community agencies implementing parenting education programs;
- sharing information with the public through mailings, articles, and presentations on the need for parenting education;
- providing technical assistance by phone, letter, or site visits for initiating or expanding parenting education.

We believe this decentralization not only gave more autonomy to state teams in terms of meeting state needs and utilizing state resources, but also gave an integrity and energy to team activities. What the project was attempting to achieve was that synergy later described by William Ouchi in his 1981 publication, Theory Z.[10]

ACTIVITIES

The following chart indicates the flow of project activity over a thirty-month period on three planes: program coordination, training and support, and local implementation.

REGIONAL MODEL FOR COLLABORATIVE PARENTING ACTIVITIES


1979
1980
1981
MAY-JUNE
JULY-AUG
SEPT-OCT
NOV-DEC
JAN-FEB
MAR-APR
MAY-JUNE
SEPT-OCT
NOV-DEC
JAN-FEB
MAR-APR
MAY-JUNE
JULY-AUG
SEPT-OCT
PROGRAM COORDINATION
ADVISORY BOARDS
EVALUATION
ORGANI-ZATIONAL MEETINGS
SELECT STATE TEAMS
MEET PERIODICALLY TO CONSIDER PARENTING ISSUES, TOTAL PROJECT POLICY, TRAINING, AND TECHNICAL ASSISTANCE PLANS INCLUDING INSTITUTIONALIZATION OF PROGRAM WITHOUT ADDITIONAL FINANCIAL ASSISTANCE
ADVISORY BOARD MEETINGS
PRODUCE FIRST YEAR REPORT
ADVISORY BOARD MEETINGS
PRODUCE SECOND YEAR REPORT
PREPARE AND SUBMIT FINAL REPORT
ONGOING EVALUATION OF PROJECT
FIELD ACTIVITIES
FIELD ASSOCIATES
SUMMER WORKSHOPS
SUMMER WORKSHOP AT UNIVERISTY OF MINNESOTA
LEADERSHIP DEVELOPMENT WORKSHOP
FIELD ASSOCIATE TRAINING
CONDUCT AWARENESS WORKSHOPS
PROVIDE AREA TRAINING WORKSHOPS FOR TEACHERS AND ADMINISTRATORS
SUMMER WORK-SHOPS AT THE UNIVERSITY OF MINNESOTA, NORTH DAKOTA STATE & SOUTH DAKOTA STATE
IDENTIFY THREE FIELD ASSOCIATES EACH IN NORTH DAKOTA AND SOUTH DAKOTA
FIELD ASSOCIATE TRAINING
CONDUCT AWARENESS WORKSHOPS
PROVIDE AREA TRAINING WORKSHOPS FOR TEACHERS AND ADMINISTRATORS
SUMMER WORK-SHOPS AT THE UNIVERSITY OF MINNESOTA, NORTH DAKOTA STATE & SOUTH DAKOTA STATE
LOCAL SCHOOL DISTRICTS
DECISION TO PARTICIPATE, SELECT STAFF SIGN UP FOR TRAINING PROGRAMS
ATTEND SUMMER WORKSHOP
ATTEND AWARENESS WORKSHOPS DECISION TO PARTICIPATE, SELECT STAFF, SIGN UP FOR TRAINING PROGRAMS
SCHOOLS IMPLEMENT PARENTING PROGRAM
ATTEND SUMMER WORKSHOP
TEACHERS AND ADMINISTRATORS ATTEND AREA IN-SERVICE WORKSHOPS
ATTEND AWARENESS WORKSHOPS DECISION TO PARTICIPATE, SELECT STAFF SIGN UP FOR TRAINING PROGRAMS
SCHOOLS IMPLEMENT PARENTING PROGRAM
TEACHERS AND ADMINISTRATORS ATTEND AREA IN-SERVICE WORKSHOPS
ATTEND SUMMER WORKSHOP
SCHOOLS IMPLEMENT PARENTING PROGRAM
TEACHERS AND ADMINISTRATORS RECEIVE TECHNICAL ASSISTANCE

Specific activities included, in chronological order, the following:

Summer 1977

The initial summer workshop was convened at the University of Minnesota--St. Paul Campus for 26 classroom teachers planning to introduce or expand parenting education courses during the coming year. The two-week six-credit graduate-level course was team-taught by Dr. Joan McFadden and Caryl Wogensen.

Fall 1977

The first meeting of the Advisory Board was held at the Minnesota Department of Education. The focus of the session was to provide a sense of direction to year-long activities and establish criteria, consistent with the original proposal to the Bush Foundation, for the distribution of subsidies.

Partial subsidies for the purchase of parenting materials were provided to nine school districts and to the Minnesota Instructional Materials Center. The subsidies made it possible for program implementation in urban and rural settings where budgets were limited and where it was unlikely that parenting programs could have been introduced without the financial help provided.

A three-day (Consultations Skills) training workshop was held for five Field Associates at Northwestern College in St. Paul. The individuals selected to participate were experienced teachers of successful parenting programs having high credibility with their peers and representing a geographic cross-section of the state. The sessions were co-facilitated by Dr. Ronald Lippitt and Dennen Reilley and involved participants in consultation skills, workshop design, and role definition activities. Our goal was to prepare the Field Associates to be successful disseminators of parenting information and to serve as resources to those implementing programs in both school and non-school settings.

Winter 1978

During this period, Caryl Wogensen, Rose Wallin, Delores Sandbeck, Phyllis Hudler, Lorraine Hinds, and Susan Hallonquist conducted 15 awareness sessions in all areas of the state involving more than 740

teachers, administrators, and community members. The purpose was to provide information about the need for parenting programs, to review available human and materials resources, and to provide implementation support to those deciding to introduce programs. The success of their efforts is reflected in the increased number of persons applying for the 1978 summer workshop at the University of Minnesota and the number of new parenting programs introduced in areas of the state where there had been no prior activity. The best example of this is the area south of the Twin Cities served by Susan Hallonquist.

During 1977, there were no summer workshop participants from this area, but as a result of four Field Associate-conducted workshops, there were eight new program implementations during the 1978-79 school year. This represented a significant effort and, as anticipated, triggered a multiplier effect during subsequent school years.

In addition, the Field Associates participated in more than 20 meetings of groups concerned with issues of parenting and family life. The contacts made at these sessions proved to be very valuable as we pursued our activities. Social research clearly indicates that formal and informal networks of people and organizations having common interests and concerns are the single most important factor in change or the introduction of new programs. Two of the most tangible results of these efforts were our work with the March of Dimes Birth Defects Foundation and the Minnesota Governor's Conference on the Family (refer to the Position Paper included on pages 122-123 of this report. Over time, it might well be that the most important effect of our efforts will be this linking of diverse groups having an interest in Education for Parenthood, many of whom will continue their efforts beyond the projected life of this project.

Spring 1978

Meetings were scheduled with the Advisory Board and Field Associates to review activities to date and to make plans for the coming year. One of the issues addressed was coping with success. In this context we explored alternative ways of dealing with greater than anticipated numbers of teachers applying for the summer workshop and schools planning to introduce or expand parenting programs. With the funder's permission we were able to reallocate resources to involve more

teachers in the workshop and provide additional subsidies. The decision was also reached to conduct an Advanced Consultation Skills Laboratory, in conjunction with the summer workshop at the University of Minnesota, to help the Field Associates and selected others prepare to serve as Education for Parenthood resources to teachers during the coming year and beyond.

Summer 1978

A second two-week graduate-level workshop was conducted at the University of Minnesota--St. Paul Campus. Fifty participants, all classroom teachers, were selected from more than 100 applicants. The session was conducted by Dr. Joan McFadden and Caryl Wogensen and, as in the prior year, focused on parenting materials and resources and on classroom methods. As before, each participant was committed to establish, expand, or improve parenting courses at his/her school during the coming year.

In addition, 12 teachers, including the five Field Associates, participated in a one-week graduate-level Advanced Leadership Skills Laboratory conducted by Dennen Reilley.

Fall 1978

Meetings of the Advisory Board and Field Associates were scheduled to determine priorities for the current school year and to modify, as needed, plans prepared during the spring.

Partial subsidies for the purchase of EXPLORING CHILDHOOD materials were provided to six additional school districts during this period.

Winter 1979

This was an intensive period of activity. The Field Associates conduted 28 awareness and inservice workshops throughout Minnesota. In addition, they attended and exhibited materials at six educational conventions, attended eight parenting-related meetings, conferred with key personnel from North and South Dakota regarding the feasibility of parenting collaboratives in their states, and continued work with the Governor's Conference on Families.

Again, activities were targeted in areas where the need was greatest and again, applicants exceeded Summer Workshop capacity by more than two to one.

Spring 1979

Another meeting of Field Associates was held to select participants for the Summer Workshops. More than 100 applications were received for 50 workshop slots. Quotas were established for each area of the state and Field Associates were asked to determine which applicants should be admitted. This was a difficult process, but an important one, as it provided the Field Associates with a real voice in the conduct of the project and a sense of real responsibility for what happened in their respective areas. It was interesting to observe the collaborative way in which they worked and the way they traded "slots" when the overall good of the project on a statewide basis was at issue. In February, a proposal for continuation and expansion of project activities was submitted to the Bush Foundation. The announcement that support would be provided through September, 1981 reached us just prior to the meeting and allowed us to initiate planning for the next two years of project activity. As the new grant included North and South Dakota, discussions focused on how we could share what had been learned in Minnesota without having the new states feel that we were attempting to "push" the model and activities that had worked here on them. It is this pre-planning and skill practice that has led to the close working relationship that has been established among the three state groups.

Summer 1979

A third two-week graduate-level workshop for 50 classroom teachers was held at the University of Minnesota--St. Paul Campus. The session was conducted by Dr. Ruth Thomas and Caryl Wogensen. (Dr. Joan McFadden had left for Utah State University.) The session was similar in design and delivery to those conducted in prior years. Again, each participant was committed to working with students in the area of parenting education during the coming year.

A second one-week graduate-level Advanced Leadership Skills Workshop for 19 teachers was conducted concurrently with the summer workshop. The session was team-taught by Dennen Reilley and Susan Hallonquist. The participants had the opportunity to practice skills developed through work with those attending the summer

workshop. This activity, regularly scheduled as a component of the program, contributed to the growth of participants in each workshop.

Teams made up of one university faculty member and one classroom teacher from both North and South Dakota participated in the two-week program as a way of: (1) getting to know more about the program as it evolved in Minnesota; (2) getting to know one another better to form the basis of a good working relationship; and (3) planning for activities in their own states.

Fall 1979

A meeting of 18 key staff, including state education agency personnel, university faculty, and Field Associates from Minnesota, North and South Dakota was held in Fargo, North Dakota. This meeting was the last under the initial grant and the first under the new award. The focus for Minnesota personnel was to meet the new goals set forth in the proposal for the next two years of activity and to greet and integrate into the group three additional Field Associates. The focus for North and South Dakota personnel was training, planning, scheduling, and role definition. It was, as all other sessions, a busy five days.

Materials were made available under the subsidy program to one school in North Dakota and another in South Dakota to serve as parenting education demonstration sites.

Winter 1980

Members of the Steering Committee in each state met with their respective Advisory Boards to report on activities to date, chart directions, and set priorities for the coming year. In North and South Dakota this was the initial meeting, while in Minnesota several new members were invited to serve, and for them this was the initial meeting.

In Minnesota, the Field Associates (including those trained in the fall) conducted a total of 16 workshops for 425 participants.

In North Dakota, the members of the Steering Committee conducted two workshops, in conjunction with a statewide meeting of Home Economics teachers, that were attended by more than 130 educators.

In South Dakota, there were three workshops scheduled and attended by more than 17 Home Economics teachers.

Spring 1980

Recruitment and selection of Summer Workshop participants was the focus of activities in all three states during this period. In Minnesota, for the third year in a row, more than 100 applications were received for 50 workshop slots.

Summer 1980

Summer Workshops were conducted in all three states during the month of June. While each state team designed their own program to meet the unique needs and utilize the unique resources of their area, the focus of each was the materials and methods of teaching parenting.

In Minnesota, the two-week graduate-level course at the University of Minnesota--St. Paul Campus was team-taught by Dr. Ruth Thomas and Caryl Wogensen and was attended by 50 teachers.

In North Dakota, the two-week graduate-level course at North Dakota State University was team-taught by Dr. Jennette Dittman and Alma Nelson and was attended by 32 teachers.

In South Dakota, the two-week graduate-level course at South Dakota State University was team-taught by Julie Bell and Linda Siebrasse and was attended by 30 teachers.

Dennen Reilley, the project director, visited and participated in each of the Summer Workshop programs. During these visits plans were finalized for a three-state evaluation of student learning in parenting/child development classes during the 1980-81 school year.

Fall 1980

A meeting of key project personnel from all three states was held in Sioux Falls, South Dakota and was attended by 28 persons, including nine new Field Associates, who participated in a training workshop prior to the meeting. At this meeting plans were made for the final year of project activity and details of the evaluation were discussed.

In Minnesota and North Dakota, final meetings of the Advisory Boards were held to review activities to date and to formulate plans for the year. A meeting was also held in North Dakota and the decision was reached to meet one more time the following summer.

Rather than provide subsidies to individual schools, film sets were purchased for centralized storage. Arrangements were made for the films to be made available on a loan basis to schools in North Dakota through the State Board for Vocational Education, in South Dakota through South Dakota State University, and in Minnesota through the Minnesota Instructional Materials Center.

Winter 1981

As in previous years, this was a period of intense activity for the Field Associates. In Minnesota, 12 workshops were scheduled and attended by more than 280 persons. In North Dakota, six workshops were scheduled and attended by more than 125 persons. In South Dakota, five workshops were scheduled and attended by more than 100 persons.

Evaluation activities involving 696 students, 16 teachers, and 17 schools were carried on in the tri-state area. Complete details of the design and findings are included on pages 77-101 of this report.

During March, the Tri-State Project was presented to more than 500 participants at two EFP Invitational Conferences in San Francisco and Newport Beach, California and in April to more than 30 participants at a U.S. Department of Education Meeting of Home Economics Specialists in Louisville, Kentucky.

Spring 1981

The focus of activities during this period were computer scoring of evaluation instruments, collection of data from key project personnel regarding awareness and inservice workshops, and recruitment for the upcoming Summer Workshops and Advanced Leadership Skills Workshop. In Minnesota, 112 applications were received for 50 workshop slots, while in North Dakota 49 applications were received for up to 50 workshop slots, and in South Dakota 27 applications were received for 30 workshop slots.

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Summer 1981

Summer workshops were again conducted in all three states during the latter part of June and early part of July.

At the University of Minnesota--St. Paul Campus the two-week graduate-level workshop team-taught by Dr. Ruth Thomas and Caryl Wogensen was attended by 50 teachers.

At North Dakota State University the two-week graduate-level workshop team-taught by Dr. Jennette Dittman and Alma Nelson was attended by 47 teachers.

At South Dakota State University the two-week graduate-level workshop team-taught by Julie Bell and Linda Sibrasse was attended by 27 teachers.

The third graduate-level Advanced Leadership Skills Workshop at the University of Minnesota team-taught by Dennen Reilley and Susan Hallonquist was attended by 15 persons representing secondary schools, adult education, and cooperative extension agencies.

Subsequent activities have related to insuring continuation of project activities (refer to pages 105-107 of this report), completion of the evaluation of student learning, and preparation of this two-volume final report.

Notes

1. Refer to the works of Benne, Crandall, Eicholz, Emrick, Havelock, Lippitt, Miles, Rogers, and Siber cited in the bibliography on pages 125-132 of this report.

2. Reference the following publication: Interorganizational Arrangements for Collaborative Efforts, Portland: Northwest Regional Education Laboratory, 1980.

3. Reference the following publications: Planning for Innovation Through Dissemination and Utilization of Knowledge, Ann Arbor: University of Michigan, 1969; and Implementation: Theoretical and Operational Methods, Newton: Education Development Center, 1974.

4. The genesis of the principles underlying the T Group can be traced to a workshop held at New Britain State Teachers College (now Central Connecticut State College) in 1946 and led by Drs. Kurt Lewin and Ronald Lippitt. The National Training Laboratory in Bethel, Maine was founded the following year and over the past 35 years has pioneered work in the areas of change, dissemination, and training which have influenced all phases of this project.

5. Dennen Reilley is Project Director of the Tri-State Parenting Collaborative, former Director of the NSF's Regional Center at Central Connecticut State college, and Director of Education Development Center's Field Services. He has worked in the areas of educational dissemination and training since 1967, has authored numerous articles, booklets, and reports, and conducts leadership training workshops.

6. Reference the following publication: Promoting Change in Schools: A Diffusion Casebook, San Francisco: Far West Laboratory, 1974.

7. Reference the following publications: The Social Psychology of Organizing, New York: Addison-Wesley, 1979 and "Organization Design: Organizations as Self-Designing Systems," Organizational Dynamics, New York: American Management Association, 1977.

8. Reference the following publication: Resources for the Collaborative Process, Columbus, National Center for Research in Vocational Education, 1980.

9. Dr. Ronald Lippitt is one of the founders of the National Training Laboratories, former director of the Institute for Social Research at the University of Michigan, and a consultant to EDC Field Services and numerous other groups. He has worked extensively in the areas of educational dissemination and change since 1945, and he has authored more than 200 books, articles, and reports.

10. Reference William Ouchi, Theory Z, New York: Avon Book Company, 1981.

Part Five
Evaluation

Quantitative and qualitative measures of
the project's effectiveness.

EVALUATION

Evaluation of the Tri-State Parenting Collaborative consisted of both quantitative and qualitative indicators. Detailed records of activities were maintained by all project personnel indicating the number of workshops conducted, the number of teachers and/or community members attending each session, the number of requests for technical assistance received and responded to, the number of summer courses offered, the number of persons enrolled in each course, and the number and kind of other project-related activities conducted. In addition, project personnel and recipients of services were periodically asked to assess their experiences and the impact of our work in terms of increased or expanded parenting programs and activities.

This data served three functions:

- first, to provide the project director with information for making ongoing improvements in the design and operation of the project;
- second, to provide documentation for other states and regions that wish to replicate the project; and
- third, to provide information for preparing reports to the funding agency and the Advisory Boards.

Quantitative Data

Where feasible, baseline data was gathered at the start of the project and comparable data gathered at the end of the initial funding period. In other areas, where project activities were being monitored, data was gathered at the conclusion of each activity.

Chart One: Baseline Data

State	Public Schools (incl. vocational centers	Independent Schools (incl. parochial and BIA)*	Total
Minnesota			
# secondary schools	643	118	761
# secondary students	416,272	21,769	485,500
North Dakota			
# secondary schools	242	18	260
# secondary students	42,146	3,745	45,891
South Dakota			
# secondary schools	215	26	241
# secondary students	45,440	3,974	49,414

*Bureau of Indian Affairs (BIA).

State	At Start of Project	At End of Project
Minnesota		
# parenting programs*	81	523
# students enrolled (e)	1,620	10,460
# home ec. teachers	2,015	2,015
# attending S.W.	0	226**
North Dakota		
# parenting programs	12	143
# students enrolled (e)	240	2,860
# home ec. teachers	215	215
# attending S.W.	0	79
South Dakota		
# parenting programs*	8	111
# students enrolled (e)	160	2,220
# home ec. teachers	195	195
# attending S.W.	0	57

*Sites using EXPLORING CHILDHOOD.

**Plus teams (4 persons from North Dakota and South Dakota during summer 1979).

NOTE: Data derived from the following sources: MDR Educational Data Bank; CIC School Directories; Minnesota, North and South Dakota Educational Directories, EDC Field Services sales records, and Tri-State Parenting Collaborative Summer Workshop participant lists.

Our two proposals to the Bush Foundation listed seven project goals common to each of the three states in the Tri-State Parenting Collaborative and four goals specific to Minnesota during the period from 1979 to 1982.

- Goal One:

  Involve state education agencies (SEA's), universities, and other organizations of the region in providing ongoing support for parenting education.

From the inception of the project, personnel from the state education agencies, universities, and other organizations in the region sharing our concerns and interests have been involved in all aspects of our work. Refer to pages 107-113 of this report for a listing of Steering Committee and Advisory Board members and affiliations. Personnel from these organizations have given credibility to our work, provided access and support, and served as liaisons with other institutions and agencies.

- Goal Two:

  Provide awareness sessions in which teachers and administrators will become informed of the need for parenting courses; learn about the numerous programs available; and be exposed to a variety of teaching techniques and strategies for community involvement. Over a five-year period more than 2,700 educators and community members have participated in awareness workshops. Additional thousands have been reached through exhibits, conferences, articles, and other activities engaged in by project personnel.

Chart Two: Awareness Workshops

State	# Workshops	# Attending	% Schools Represented
Minnesota	71	2,305	85%
North Dakota	8	255	90%
South Dakota	8	170	86%
	87	2,730	86%

Chart Three: Effectiveness of Awareness Workshops
87 Workshops/2,730 Participants

Issue	Response
Participants acknowledged need for EFP.	99%
Participants learned about new materials and methods for EFP.	92%
Participants made a commitment to do something in EFP back home.	76%
Participants applied to the Summer Workshops (to date).	21%

- Goal Three:

  Assist school systems with teacher education and technical assistance to provide a high quality of parenting education. From 1977 to 1981 a total of 366 educators attended nine graduate-level summer workshops offered at the University of Minnesota, North Dakota State University, and South Dakota State University. In addition, Field Associates conducted 17 inservice workshops and support-group meetings attended by more than 260 teachers of parenting programs. To insure the quality of parenting programs, they have also provided help via phone and letter and have made site visits to schools and classes when required.

Chart Four: Summer Workshops

University	Year	# Applicants	# Accepted
U. of Minn.	1977	26	26
	1978	104	50
	1979	112	50 (54)*
	1980	106	50
	1981	101	50
NDSU	1980	32	32
	1981	49	47
SDSU	1980	30	30
	1981	27	27
Total		587	362 (366)*

NOTE: The number accepted into Summer Workshops is 66 percent higher than proposed. This was done at no additional cost to the Bush Foundation.

*Includes teams from North and South Dakota.

- Goal Four:

  Provide a partial subsidy to area schools (particularly urban and rural) that could not otherwise introduce EXPLORING CHILDHOOD. Sixteen school districts in the tri-state area meeting established criteria were provided with support equal to one-third the purchase price of EXPLORING CHILDHOOD materials. Film sets were provided to the Minnesota Department of Education, Minnesota Instructional Materials Center (IMC), North Dakota Board of Vocational Education, and South Dakota State University for free loan to schools.

- Goal Five:

  Leave in place a network of Field Associates as a continuing resource whose classrooms can serve as demonstration sites. Twenty persons were identified, trained, and deployed as Field Associates in the tri-state area. They have proven to be a valuable human resource to this project, to their schools, and to others. The workshops they have conducted have been

highly rated by participants, their classrooms are models of what parenting education should and can be, and feedback from them indicates that all enjoyed the role and that all but four wish to continue as Field Associates.

Refer to the second volume of this report, Leadership Development, for detailed information on the selection, training, and utilization of the Field Associates.

Chart Five: Field Associate Training

Initial Training/Location	When Held	# Participants
St. Paul, Minnesota	Fall 1977	5 (6)*
Fargo, North Dakota	Fall 1980	3 (5)*
Sioux Falls, South Dakota	Fall 1980	9
Advanced Training/Location		
U. of Minnesota	Summer 1978	12
	Summer 1979	19
	Summer 1981	15
Total		46

*Includes Senior Field Associates.

- Goal Six:

  Provide the basis of a self-supporting network for the introduction of other new programs within the region. A total of twenty Field Associates have been identified and trained in the tri-state area (Minnesota 12, North Dakota 4, and South Dakota 4) and remain as a continuing resource in the region. They are available to work with schools and/or community agencies on a consultant basis. State Department of Education and university personnel recognize the FA's as valuable resource personnel and are committed to calling upon them to assist with program implementation and staff development.

- Goal Seven:

  Document, evaluate, and report the efforts made and their impact. It is expected that knowledge and experience gained during the project will benefit other regions interested in implementing complex new programs in parenting and in providing support services.

  During the grant period, the tri-state project was presented at several national and state meetings, key personnel from the California Task Force on Positive Parenting participated in the 1981 Advanced Leadership Skills Workshop at the University, and we have responded to several hundred inquiries. Articles about our work appeared in two issues of the EFP Exchange and in several other publications. This two-volume final report has been prepared as a replication manual for others who would like to build upon our work in their own state or region.

Additional Minnesota goals for the period from 1979 through 1981 were:

- Goal Eight:

  Increased involvement of personnel from independent and parochial schools. In 1980 and 1981, 12 percent of the teachers enrolled in the Summer Workshops were from independent and parochial schools. Several awareness workshops were scheduled with teachers and administrators from these institutions and one Field Associate from this group was identified, trained, and served effectively.

- Goal Nine:

  Provide additional outreach to public schools and allow many of those teachers applying for the 1978-79 Summer Workshops to participate in Summer Workshops during 1980 and 1981.

  Two additional Summer Workshops involving 100 teachers were held at the University of Minnesota during 1980 and 1981.

- Goal Ten:

  Provide outreach to adults through statewide adult education programs.

Sharon Grossbach, Coordinator of Adult Education Programs for the Minnesota Department of Education was instrumental in involving 11 adult educators from across the state in the 1980-81 Summer Workshops. Two of these teachers were identified, trained, and deployed as Field Associates providing outreach to other adult educators.

- o Goal Eleven:

  Extend activities to the junior high school level. During the final two years of project activity, the Field Associates expanded their awareness activities to include grades six through nine, and 18 percent of Summer Workshop participants were selected from junior high schools.

Qualitative Data

The ultimate measure of success is not input but output. While it is important to know what we did and how many people and organizations were reached, it is more important to know if our activities responded to the needs of participants. At the conclusion of each workshop we asked each participant to provide feedback on the session.

Chart Six: Feedback on Workshops

		Excellent	Very Good	Good	Fair	Poor
Summer Workshops						
U. of MN	1977	16	7	2	1	0
	1978	31	15	4	0	0
	1979	38	12	3	1	0
	1980	29	18	3	0	0
	1981	32	14	3	1	0
NDSU	1980	28	3	1	0	0
	1981	38	8	1	0	0

(continued)

		Excellent	Very Good	Good	Fair	Poor
SDSU	1980	23	5	2	0	0
	1981	21	5	1	0	0
Total		256	87	20	3	0
Awareness Workshops		1,289	821	503	111	6
Leadership Workshops						
Initial	1977	6	0	0	0	0
	1979	5	0	0	0	0
	1980	7	2	0	0	0
Advanced	1978	10	1	1	0	0
	1979	15	1	2	1	0
	1981	13	2	0	0	0
Total		56	6	3	1	0

NOTE: Additional evaluation data is included in Part V of Volume Two of this report, Leadership Development. Refer to pages 153-170.

It is even more important to know if our activities resulted in greater student knowledge about parenting and child development; in improved skills in working with young children; and in more realistic and positive attitudes towards children, families, and the role of parents.

Overview of the Evaluation

During the 1980-81 school year, the impact of parenting programs was evaluated in 17 high schools in North Dakota, South Dakota, and Minnesota. The purpose of the evaluation was to determine the extent to which students: (1) increased their knowledge of child development; (2) developed more positive and self-confident attitudes about parenting; and (3) became better able to analyze and solve problems involving childrearing situations.

A pre- to post-test, nonequivalent control group design was used to assess the objectives. Half of the 696 students who participated in the study were enrolled in courses on child development or parenting. This Program Group was further divided into the Classroom Group, composed of students who studied parenting in the classroom exclusively, and the Fieldwork Group, composed of students who studied parenting in the classroom and also participated in fieldwork with preschool children. The Control Group (N = 341) included students from the same schools as the Program Group, who were on pretesting similar to the Program Group with respect to socioeconomic background, family constellation, and plans for future education or work. Students in the Control Group were not enrolled in parenting or child development courses.

During the first two weeks of the semester and again during the last two weeks, classroom teachers administered The Parenthood Questionnaire (Behavior Associates, 1978) to their students. This instrument has been validated and used extensively with adolescents, and a high degree of reliability (> .80) has been established. Four subscales were selected for this evaluation: two subscales dealing with knowledge of prenatal and child development, an attitudinal measure, and an assessment of problem-solving skills involving childrearing situations.

The results of the repeated measures analyses of variance showed quite clearly that while students from the Comparison Group and the Program Group had very similar scores on the pre-test, the Program Group scored substantially higher on three of the four post-test measures. The analyses showed significant gains for the Program Group on all measures of knowledge, attitudes and skills, and for the Comparison Group on the skills measures. Interestingly, gains for the Classroom Group were generally higher than those for the Fieldwork Group. Gains for the Classroom Group

approximated ten percent on the combined knowledge subscales, five percent on the attitudinal subscale, and ten percent on the skills subscale.

The nonequivalent control group design provides a strong indication that the findings are linked to the parenting programs. Neither maturation alone nor the combination of maturation and general school experiences can account for these differences.

Objectives of the Evaluation

The evaluation was designed to document changes in students' knowledge of child development, their self-confidence in interacting with children, and their skills at solving childrearing problems. The specific objectives were as follows:

- To determine the extent to which students have increased their knowledge of prenatal development, early infancy, and development during the preschool years.
- To tap students' confidence in their ability to interact with young children, and chart changes in self-confidence that relate to involvement in parenting programs.
- To determine whether students are better able to analyze and solve problems involving childrearing situations as a result of their involvement in parenting programs.

Design of the Evaluation

A pre- to post-test, nonequivalent control group design was used for the 1980-81 evaluation of parenting programs. Intact classroom groups participated, and students in the two Program Groups had elected to take child development and parenting courses. Half of the Program Group courses involved a fieldwork component where students participated in

directed experiences with preschool children (Fieldwork Group), and the other half of the courses involved classroom work exclusively (Classroom Group). The Comparison Group was composed of an equal number of students from the same schools who were similar to the Program Group with respect to the following criteria:

- Comparison Group classrooms have the same number of students as Program Group classrooms (within ten percent).
- Comparison Group and Program Group are similar academically (within the same grade range).
- Comparison Group and Program Group are in the same year of school (not separated by more than one year).
- Comparison Group and Program Group are matched by sex and minority representation (within 20 percent).

Comparison Group students had not taken prior courses in parenting, family life, or child development, nor were they currently enrolled in such courses.

Method and Procedure of the Evaluation

Two hundred home economics teachers from the states of Minnesota, North Dakota, and South Dakota who had attended summer workshops on parenting between 1977 and 1980 were contacted about participating in the evaluation. From the more than 80 teachers who volunteered, 17 were selected to participate. Selection was based on: (a) demographic criteria--a roughly equal number of teachers was selected from each of the three states and an attempt was made to achieve a balance between urban, suburban, and rural sites; and (b) program criteria--we wanted a sampling of different types of parenting/child development courses and equal representation of students enrolled in Fieldwork courses and those enrolled in courses that included only Classroom work.

During the first two weeks of the semester and again during the last two weeks, classroom teachers administered

The Parenthood Questionnaire (Behavior Associates, 1978) to their students. Teachers received detailed instructions for administering the questionnaires, and were asked to read the instructions to the questionnaire in a standard manner. Students were informed that they were participating in an evaluation and that their teachers would not see the questionnaires. One class period (35-45 minutes) was allotted for administering the questionnaire. In each state, an evaluation coordinator supervised the teachers and insured standardization in the method and timing of test administration.

There are two major advantages of having classroom teachers administer the evaluation instruments. First, given the diverse settings of participating schools, it was logistically more appropriate to have each teacher administer her own tests than to have one evaluator travel from site to site. The teachers could administer tests during the same time interval, and it would have been more difficult to insure standardization in the times of test administration with one evaluator who traveled to each site. A second advantage with teacher-administered tests is that students know and are comfortable with their own teachers. This fact might increase students' willingness to complete the test. While teacher administration of tests may have produced demand characteristics to the extent that teachers wanted to optimize the performance of their students, it is unlikely that Comparison Group teachers differed from Program Group teachers in this expectation. The teachers had no stake in the evaluation and were not aware of its specific objectives.

Instruments Used in the Evaluation

The Parenthood Questionnaire, which has been used extensively with adolescents enrolled in many different types of parenting programs, was employed for the evaluation of

parenting programs. The instrument has undergone three revisions during the last eight years to optimize its appropriateness for adolescent learners. According to Behavior Associates, the overall reliability for The Parenthood Questionnaire is .85. Test-retest reliability on each subscale is .80 or greater, except for one subscale where it was .78. Face and content validity for the instrument were established by subjecting it to review by experts in education and child development.

Five scales on the questionnaire corresponding most closely to the evaluation objectives were selected for analysis. These include two child development knowledge scales: "Before Birth" and "My Understanding of Children"; two attitudinal scales: "My Child Care Skills" (providing an indication of students' confidence in their ability to interact with young children) and "My Feelings About Parenthood"; and a problem-solving skills scale: "Family Life Situations." All of the scales consist of a series of multiple-choice and Likert-type items.

In addition to the subscales on The Parenthood Questionnaire, one additional measure, the "Scale of Opinions Toward Parenting" was administered. This scale, developed by Dr. Jennette Dittman at North Dakota State University involves a series of 12 statements concerning men's and women's roles as parents. Students were asked to indicate the extent of their agreement with each item.

Participants in the Evaluation

A volunteer sample of 17 teachers involved in parenting or child development programs in North Dakota, South Dakota, and Minnesota were involved in the evaluation. Eighteen percent of the 695 students students in the sample were from Minnesota, 40 percent from South Dakota, and 42 percent from North Dakota. A geographic cross-section of the tri-state

area is represented, with a greater inclusion of students from rural areas than has been the case with previous evaluations of EXPLORING CHILDHOOD (EDC, 1973-75). Most of the students (90.2 percent) were white, while 4.8 percent of the students were native American and 4.3 percent were black. These ethnic groups were more heavily represented in the Fieldwork Group than in the classroom Group (x^2 = 19.8, $p < .05$). Ninety-nine percent of the Classroom Group was white, as compared with 85.2 percent of the Fieldwork Group and 88.5 percent of the Comparison Group.

The majority of students in all three groups were girls (79.8 percent), though this was particularly true for the Fieldwork Group, as can be seen below.

Chart Seven: Sex Composition of Sample

Sex	Group Comparison	Classroom	Fieldwork
Male	23.8%	26.7%	7.8%
Female	76.2%	73.3%	92.2%

In earlier evaluations of EXPLORING CHILDHOOD (see Year 1 and Year 2 reports), between 85 percent and 92 percent of the program participants were girls. In this evaluation, a somewhat higher percentage of boys were enrolled in parenting courses that did not involve fieldwork. In fact, the Classroom Group and Comparison Group had a comparable proportion of boys.

The typical student who was enrolled in a parenting course was 16 or 17 years old and was a junior or senior in high school. Comparison Group students were slightly younger than their peers in the Program Groups ($x^2 = 29.24$, $p < .005$), as can be seen in the chart below.

Chart Eight: Age Composition of Sample

Age	Comparison	Group Classroom	Fieldwork
14	3.7%	0.0	3.9%
15	18.0%	10.5%	9.9%
16	42.4%	38.3%	33.1%
17	32.5%	46.3%	47.5%
18	3.1%	4.9%	4.4%

The slight age difference is probably attributable to the fact that parenting courses were electives, generally open to juniors and seniors, while comparison group courses included nonelective as well as elective courses. The age range and median ages of program participants are similar to those reported in previous evaluations of the program.

With respect to family structure, the Fieldwork Group differed from the other two groups in that only 71.8 percent of the students in this group lived with both parents, as opposed to 88.4 percent of the Classroom Group and 85.2 percent of the Comparison Group ($x^2 = 22.7$, $p < .005$). Fieldwork students were more likely to live with single mothers than students in the other two groups. There were no differences between the three groups with respect to number of older siblings or younger siblings. The fact that the groups were comparable with respect to number of younger siblings ($X = 1.39$ in Program Groups, $X = 1.27$ in Comparison Group) is important in interpreting the results of the study: differences between the groups are not a result of differential exposure to younger siblings. A small proportion of the sample (2.7 percent) were <u>themselves</u> parents, however this percentage was not significantly different between the three groups ($X^2 = .45$, $p = n.s.$).

Students from the three groups were comparable with respect to the occupational status of their parents. Using the Hollingshead Two Factor Scale, the socioeconomic status of fathers was equivalent for the three groups, as was the socioeconomic status of mothers. A roughly equal percentage of students from the three groups had mothers who worked outside the home. Fathers of Classroom Group students were more likely to be working than fathers of Comparison Group students or Fieldwork Group students ($X^2 = 9.16$, $p < .01$).

Chart Nine: Employment Status of Parents

Parent	Comparison	Group Classroom	Fieldwork
Father employed	83.9%	91.2%	79.8%
Mother employed	61.6%	64.9%	62.3%

In terms of their own career aspirations, there were no statistically significant differences between groups. Most of the students (54 percent) planned to attend college, and 11 percent planned to attend vocational schools. A relatively small proportion (5.8 percent) indicated that they would get a job soon after they finished high school. A somewhat higher percentage (16.4 percent) were "not sure" what they would do when they were graduated. While only 1.5 percent of the Program Group and Classroom Group indicated that they'd get married as soon as they finished school, a

somewhat higher (though statistically nonsignificant) 3.9 percent of students in the Fieldwork Group indicated that they would get married directly out of school. Students in the Fieldwork Group indicated that they'd get married at a somewhat younger age ($\bar{X}$ = 22.2) than students in the other two groups ($\bar{X}$ = 22.7 years, $F = 3.42$, $p < .05$).

In most respects, the students in the two Program Groups were quite similar to those in the Comparison Group. But the Fieldwork Group was different from either of the other groups: while 76.2 percent of the Comparison Group students and 73.3 percent of the Classroom Group were girls, a much higher percentage (92.2 percent) of the Fieldwork Group students were girls ($x^2 = 23.8$, $df = 2$, $p < .001$). Because the classes involved in the evaluation were elective courses, and because girls are socialized to take a greater interest in young children, the students who selected fieldwork courses in child development were primarily girls. It is interesting to note, however, that over one-quarter of the Classroom Group were boys and that the sex composition of this group is nearly identical to that of the Comparison Group.

The Fieldwork Group also differed from the other two groups with respect to family composition. Only 71.8 percent of this group lived in two-parent families, while 88.4 percent of the Classroom Group and 85.2 percent of the Comparison Group lived with both parents ($x^2 = 22.7$, $df = 6$, $p = .0009$). Because of the differences between the two program groups with respect to family and sex composition, all analyses compared the three groups, rather than simply comparing Program with Comparison Groups. This procedure also enabled us to differentiate the effects of classroom work only from classroom work plus field experiences with

children, and to gain a better understanding of the effects of parenting programs as they are implemented in two very different ways.

Results of the Evaluation

For each of the knowledge, attitude, and skills measures, a 3 x 2 (Group x testing time) repeated measures analysis of variance was conducted. In addition, one-way analyses of variance on the raw gain scores were conducted to assess the relative magnitude of the gains for each group. The analyses are based on the scores of the 626 students who completed both pre- and post-tests. (Comparison Group N = 296, Classroom Group N = 162, Fieldwork Group N = 168).

Knowledge. The two knowlege scales assessed knowledge of prenatal development ("Before Birth") and general knowledge of child development ("My Understanding of Children"). Means on the prenatal knowledge measure are presented below. (Note: maximum score = 11.)

Chart Ten: Before Birth

	Comparison	Classroom	Fieldwork	Gain Scores
Pre-test	7.98	8.17	8.45	F = 6.37
Post-test	8.08	8.95	8.91	p = .002
Gain scores	.10	.78	.45	
	(S.D. = 1.87)	(S.D. = 1.55)	(S.D. = 1.55)	

The repeated measures analysis of variance showed significant main effects for both variables (Groups: $F = 9.98$, $p < .001$; Testing Time: $F = 29.1$, $p < .005$). The interaction shows

that students in the Program Groups increased their knowledge of prenatal development to a greater extent than did students in the Comparison Group.

Means on the 24-point knowledge of child development scale are as follows:

Chart 11: Child Development

	Comparison	Classroom	Fieldwork	Gain Scores
Pre-test	16.65	16.96	16.99	F = 11.23
Post-test	17.09	18.43	18.72	p < .001
Gain scores	.45	1.47	1.72	
	(S.D. = 2.98)	(S.D. = 2.81)	(S.D. = 2.63)	

The means show greater gains for the Program Groups than for the Comparison Group. Again, both main effects as well as the interaction effect were statistically significant. There were significant differences from pre- to post-testing ($F = 92.76$, $p < .001$), differences between the three groups ($F = 6.19$, $p = .003$), and an interaction of these two variables ($F = 9.64$, $p < .001$).

Attitudes and Self-Confidence. Two attitude scales initially were employed, one dealing with general feelings about parenthood ("My Feelings About Parenthood"), and the other tapping feelings of confidence in the ability to interact with young children ("My Child Care Skills"). After descriptive statistics were examined, the general attitude scale was dropped from the analyses, because very high mean scores on the pre-test suggested a ceiling effect. On half of the items on this measure, the mean score was above 4.5 on a 5-point scale. The confidence scale also showed a fairly

high baseline on the pre-test, with students scoring a mean of 76.4 percent of the total possible points. Means for the confidence in child care skills measure are as follows:

Chart 12: Child Care

	Comparison	Classroom	Fieldwork	Gain Scores
Pre-test	52.74	53.14	54.60	F = 6.05
Post-test	52.53	55.31	55.89	p = .0025
Gain scores	-.21	2.16	1.28	
	(S.D. = 7.2)	(S.D. = 6.98)	(S.D. = 6.28)	

The repeated measures analysis of variance likewise showed significant effects for Group ($F = 5.16$, $p = .007$), Testing Time ($F = 12.66$, $p < .001$), and the interaction of these variables ($F = 5.19$, $p = .006$). However, it should be noted that the magnitude of gains in this area was relatively modest, particularly for the Fieldwork Group.

Skills. The skills measure assessed students' ability to analyze childrearing problems and choose an appropriate solution. The "Family Life Situations" scale consists of nine multiple-choice items, and students generally scored in the midrange of this scale. The means are presented below:

Chart 13: Family Life Situations

	Comparison	Classroom	Fieldwork	Gain Scores
Pre-test	4.97	5.17	5.64	F = 2.74
Post-test	5.29	5.87	6.03	p = .065
Gain scores	.31	.70	.44	
	(S.D. = 1.46)	(S.D. = 1.74)	(S.D. = 1.73)	

As with the other measures, there were significant main effects on the repeated measures analysis attributable to Group ($F = 10.21$, $p < .001$) and Testing Time ($F = 46.28$, $p < .001$). There was a marginally significant interaction between the variables ($F = 2.56$, $p = .077$). On the skills measure, all groups showed pre- to post-test gains, but the gains of the Comparison Group were comparable to those of the Fieldwork Group. Interestingly, the Classroom Group showed the greatest gains.

On all of the four subscales, girls in the sample had significantly higher scores than boys on both pre- and post-tests. The one-way analyses of variance for each of the subscales on the pre-test indicated the following:

Chart 14: Sex Differences

	Girls X	Boys X	F, p
1. Knowledge of prenatal development	8.35	7.23	$F = 42.35$ $p < .0001$
2. Knowledge of child development	17.24	15.30	$F = 44.49$ $p < .0001$
3. Self-confidence in child care skills	54.99	48.25	$F = 72.33$ $p < .0001$
4. Child care skills (ability to analyze childrearing problems)	5.40	4.28	$F = 48.73$ $p < .0001$

These analyses clearly show that girls were more knowledgeable about child development, showed greater ability to analyze childrearing situations, and had more self-confidence

in their child care skills. These differences were apparent at both the beginning and end of the semester.

To determine whether girls and boys were differentially affected by their involvement with the program, sex by group (2 x 3) analyses of variance were conducted on the gain scores for all four subscales listed above. In this series of analyses, there were no significant main effects attributable to sex of student, indicating that girls and boys benefitted equally from the program, despite the fact that girls started with a higher baseline.

Two-way interactions on the gain scores (between sex and group) were also examined. Three of these interactions were statistically nonsignificant. However, there was a significant Sex x Group interaction on the Skills subscale ($F = 4.11$, $p = .02$), indicating that boys in the Fieldwork Group achieved greater gains than students in any other subgroup. In fact, boys in this group registered an average gain of +1.60, compared with overall gains of +.32 for the Comparison Group, +.70 for the Classroom Group, and +.44 for the Fieldwork Group. Recall that the differences between the three groups with respect to gain scores was of borderline statistical significance ($F = 2.74$, $p = .065$). While it cannot be stated that students in the Program Groups acquired more problem-solving skills than students in the Comparison Group, it is quite clear that boys in the Fieldwork Group made significantly greater gains than other students.

Profiles of States in the Evaluation

Separate analyses were conducted on each of the subscales for Minnesota ($N = 141$), North Dakota ($N = 284$), and South Dakota ($N = 270$). The gains scores analyses for each state are depicted in the chart below:

Chart 15: Gains Scores Analyses

Minnesota:	Comparison	Classroom	Fieldwork	F, p
1. Knowledge of prenatal development	-.9	.63	.03	F = 3.96 p = .023
2. Knowledge of child development	.5	1.78	1.98	F = 2.72 p = .07
3. Self-confidence in child care skills	-2.18	2.33	2.46	F = 3.9 p = .023
4. Ability to analyze childrearing problems (skills)	.29	-.33	.66	F = 1.18 p = ns

South Dakota:	Comparison	Classroom	Fieldwork	F, p
1. Knowledge of prenatal development	-.7	.04	-.49	F = 3.68 p = .028
2. Knowledge of child development	+.6	1.28	1.57	F = 1.5 p = ns
3. Self-confidence in child care skills	.4	3.15	2.4	F = 3.65 p = .028
4. Ability to analyze childrearing problems (skills)	.43	.6	.83	F = .9 p = .4

North Dakota:	Comparison	Classroom	Fieldwork	F, p
1. Knowledge of prenatal development	-.63	-.41	-.58	F = .32 p = ns
2. Knowledge of child development	.25	1.64	1.67	F = 9.89 p = .0001
3. Self-confidence in child care skills	-.08	.94	-.12	F = .6 p = ns
4. Ability to analyze childrearing problems (skills)	+.22	+.95	+.05	F = 7.35 p = .0008

There are clearly variations between states in the areas in which the Program Groups registered change, with each state exhibiting a somewhat different pattern. Students in the Program Groups in Minnesota made modest gains in knowledge and skills, while students from North Dakota made striking gains in skills (ability to solve childrearing problems) and in their general knowledge of child development. These students exhibited no changes in self-confidence or knowledge of prenatal development. Finally, students in the Program Group in South Dakota increased their self-confidence, but did not substantially increase knowledge of child development or ability to analyze childrearing problems. Knowledge of prenatal development decreased more substantially for the Comparison Group than for the other two groups, although the Fieldwork Group from South Dakota also exhibited decreased knowledge of prenatal development.

Discussion of the Evaluation

Given the initial similarities between the Classroom Group and the Comparison Group on all background variables, examining the scores from these two groups provides the best evidence of the effectiveness of the parenting programs. On each of the four measures, gains for the Classroom Group were substantially greater than those for the Comparison Group. Neither maturation alone nor the combination of maturation and general school experiences can account for these differences.

For the Classroom Group, gains on all four of the scales are educationally meaningful as well as statistically significant in that the effects approach or exceed one-third of a standard deviation. The Fieldwork Group met the one-third standard deviation rule of thumb for two of the four measures, while the small gains registered by the Comparison

Group never met this criterion. The greatest gains were exhibited on the knowledge measures, the smallest on the attitudinal measure. For the Classroom Group, gains in knowledge and skills approximated ten percent.

The findings, then, are most generalizable to courses involving classroom work only. The fact that the Fieldwork Group in most cases performed less well than the Classroom Group could be attributable to different composition of the groups. More girls were taking fieldwork classes and more of them were from single-parent families. It is possible that parenting programs have less of an impact on this type of student. Alternatively, although it might be expected that classroom work plus field experiences would be more effective in promoting change than classroom work alone, it may be that doing fieldwork eats into the time spent working on the books and other curriculum materials and thus reduces the impact.

As in previous evaluations of EXPLORING CHILDHOOD, the current study demonstrated that girls are not only more likely to elect a parenting/child development course, but they also start the course with greater knowledge about children, more self-confidence in their child care skills, and a greater ability to analyze childrearing situations. In general, however, the course had a similar impact on girls and boys. One exception was that the small number of boys in the Fieldwork Group acquired more skill in solving childrearing problems than students in any of the other subgroups. It is likely that students who have little previous experience with children--especially boys--stand to benefit the most from the fieldwork component of parenting programs.

The nonequivalent control group design provides a strong indication that the findings are linked to parenting programs. Before making this attribution, however, three alternative explanations should be considered:

First, it is possible that demand characteristics of the post-testing situation may have differentially

affected the performance of students in the Program Group and the Comparison Group. Program Group students may have been more eager and motivated to complete the second round of testing on child development and parenting issues. However, students in this group exhibited less change on the attitudinal measure than on other measures, and it is the attitudinal measure that is probably most susceptible to demand characteristics. It is unlikely that the demand characteristics explanation is a powerful one.

Second, differential attrition may have affected the findings. The socio-demographic indicators were analyzed separately for each of the three groups, and were nearly identical at pre- and post-testing. It is possible that the "drop-outs" were different from those who completed the evaluation with respect to some other characteristic, such as academic performance. However, because the overall attrition rate was relatively low, differential attrition is a weak explanation for the findings. The scores of the 12.5% of the students who dropped out of the study would have had to be substantially deviant in order to affect the overall findings.

Finally, it is possible that statistical artifacts influenced the results. However, data were analyzed in a number of different ways. At first, the scores of the Program Group as a whole (combining Classroom and Fieldwork Groups) were compared with the scores of those in the Comparison Group. The effects on all four measures were even stronger when this 2 x 2 analysis of variance was performed, but because of dissimilarities between the Fieldwork Group and the other two groups, the three-way breakdown was considered the more appropriate structure for the analysis. Both one-way analyses of the change scores and repeated measures analyses of variance were performed, to deal with the problem of non-comparable pre-test scores on two of the measures. The findings were essentially the same using these two statistical techniques.

After considering the alternative explanations, the most powerful explanation for the findings is that they were prompted by classroom involvement in parenting programs. Future evaluation work might verify this explanation by correlating the amount of classroom exposure with the magnitude of outcomes on knowledge, attitude, and skills measures.

Refer to pages 113-114 of this report for a listing of schools and teachers involved in the evaluation of student learning in parenting programs.

As the project drew to a close, we asked each member of the Steering Committees and each Field Associate to assess the project on a numeral scale. Their responses are included here.

1. How do you feel about the Tri-State Parenting Collaborative project?

23 | 4 | 2
Total Responses

16 | 2 | 2
Field Associates

7 | 2
Steering Committee

2 | 1
Steering Committee By Role: SEA

2 | 1
University

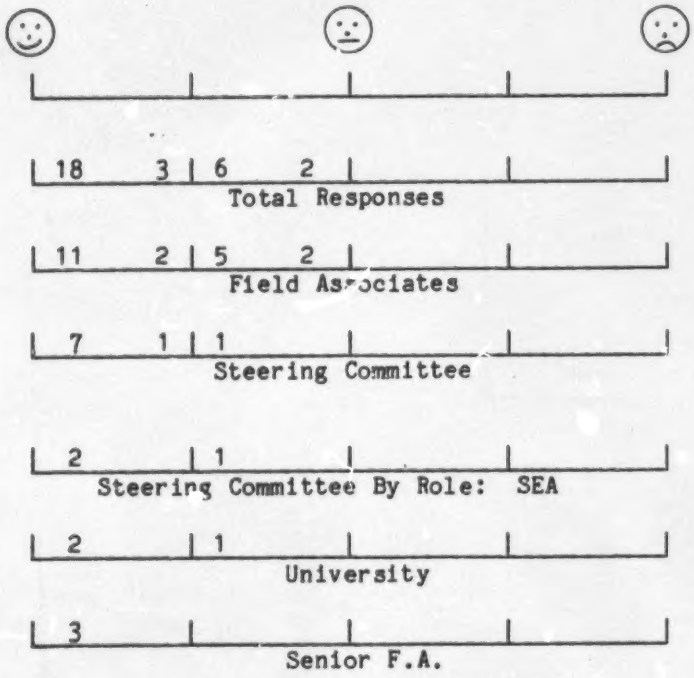
3
Senior F.A.

Explain

Fantastic; summer workshops have taught teachers how important parenting education is; program is strengthened in my state; readiness and eagerness for adult parenting programs in my own community; liked the method; rewarding and exciting, helped establish inter-agency/community group; love it!; growing!, support gained; expansion of the team; we've barely begun in some respects; an excellent opportunity for North Dakota; many schools incorporating parenting into curriculum; attacking present problems in communities; workable model; excellent professional acquaintances;

very good; more students involved; quality better; in-service beneficial; value peer education; project supportive of teachers; activities may not be ongoing; dedication of people; project based in firm theoretical foundation; noteworthy accomplishments; frustration of time element and university red tape; possible question in South Dakota of project's helpfulness with curriculum guide already in place; justified need; increased awareness; opportunity to share ideas; I am proud to have been involved in this project. The collaborative functioned well and made a difference in the level of EFP in Minnesota.

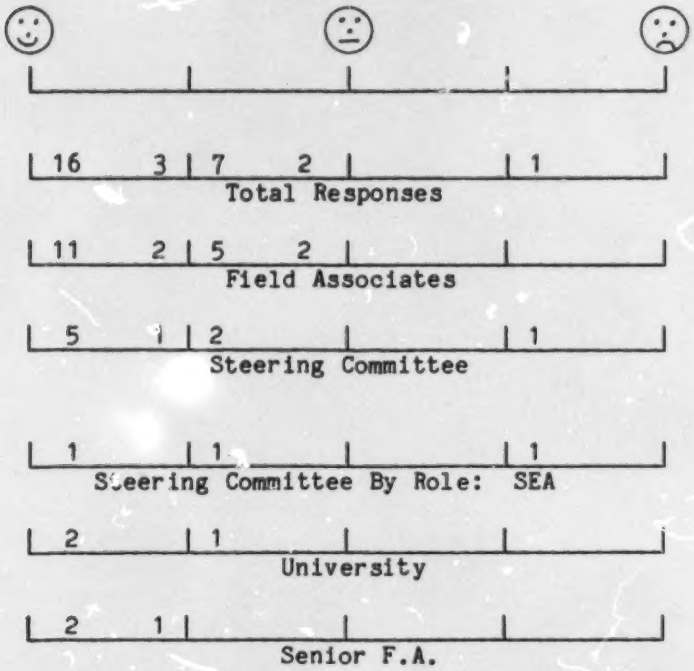
2. How do others feel about the Tri-State Parenting Collaborative project?



Explain

Positive; support; gratification; enthusiastic; teachers' programs benefit; people receptive to resources, information; still need to educate administrators; project is viewed as a regional resource and model for others; involvement of state departments, universities, local schools and other agencies unique; exemplary--others will copy and build on what we have done.

3. How do you feel about the role you have played in the Tri-State Parenting Collaborative project?



Explain

Exciting to be forging a new path in an important educational/conceptual area; helped strengthen my role as a teacher of child development/parenting; could have been more active than my four presentations; uncertain at first, now happy with what accomplished; had positive feedback from my workshops; mostly positive, sometimes not sure I've met workshop participants' needs; many positive feelings, grown a great deal professionally and personally, did some good in my area; first year, did nothing, after that I got going; carried my goals to completion, enjoyed comradeship, had to settle for less than what I'm capable of, due to lack of time; great--I liked exposure to other state programs; just beginning; excited, enthusiasm; a learning experience; not had time to contribute enough; provided moral support, wished could have taken more active role in workshops; growth professionally, stimulating; contributed ideas for strategies for program implementation; tried to fulfill understood role responsibilities and expectations; have made a contribution; no longer

confused about responsibilities; very good--I feel I made effective contributions in a number of ways; I have particularly enjoyed working with other F.A.'s in the leadership workshops.

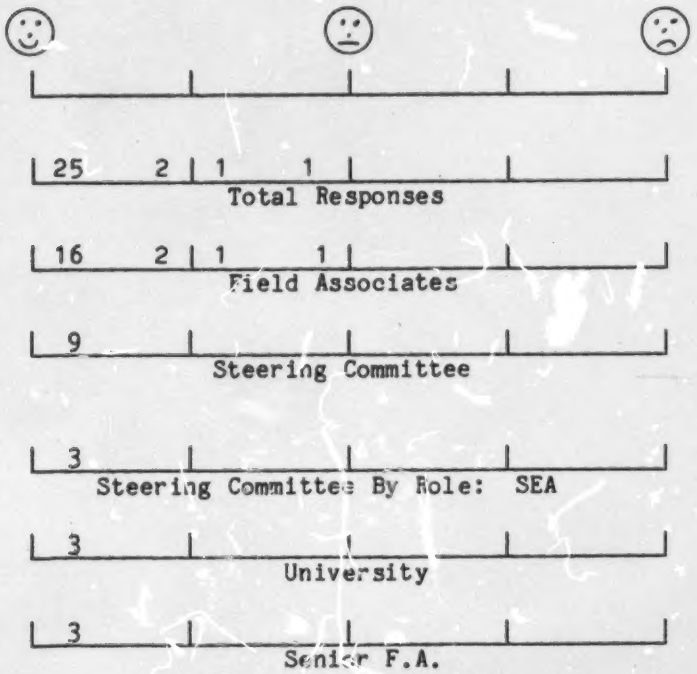
4. What have you liked most about the Tri-State Parenting Collaborative project?

Inservice and materials; motivation; support of Advisory Board (North Dakota); degree that teachers implemented what they learned; flexibility to meet local needs; collaborative effort; follow-up procedures as part of professional training; theoretical foundation to project; interaction: theory and practice; educational materials; professional relationships; leadership training; resources; alternatives in decision-making process; grow professionally; speaking to various groups; EDC materials; people and materials; working with peers; my own enrichment in awareness; taking on leadership role and sense of accomplishment; sharing knowledge; personal growth; that we have spread parenting education; the model; experience of organizing workshops; 100 miles from anywhere, but people still care; relationships formed; evaluating progress made; working throughout the state; I have enjoyed meeting people and working with them, gaining lots of new skills, and being challenged by new experiences.

5. What have you liked least about the Tri-State Parenting Collaborative project?

Black and white films; time too limited; traveling to Minneapolis so much; difficulty relating my role working with adult programs to the orientation of program for secondary teachers, i.e., not enough time to deal specifically with our role; wanted to learn about more EDC materials at workshop; with work involved, kept putting stuff off; paperwork, writing letters, questionnaires; at end of four years, I'm just beginning; difficulty in finding open dates for my workshops; needed date at beginning of correspondence that you wished material returned by, to help set priorities; deadlines; would have liked even more communication with other F.A.'s--I realize now that group communication was a responsibility each of us had and would have done more about; not enough time; preparing follow-up documentations; difficulty of peer model meshing with university structures; need secretarial services; mechanics; paperwork; lack of follow-through on assignments of some people.

6. How do you feel the Project Director of the Tri-State Parenting Collaborative has done his job?



Explain

Impact has been nothing but positive; skill as a leader provided a most effective model and the most essential person to our project; kept everyone informed of their responsibilities and conducted well-organized workshops; enjoyed sense of your support and commitment to our work; great! we could not have had a better leader; always there but I really like the low-key profile you kept most of the time; always listened to each of us; very good, developed/increased in skills for organizing inservice workshops; cooperative, enthusiastic, comfortable with project developing differently in each state; your (Dennen Reilley) encouragement and willingness to listen, help in adapting project to my state; openness in your role, provided important impetus, supportive, opportunity for creativity and flexibility; patient and understanding; no high-pressured situations; know North Dakota could do good job; it's unbelievable to think about starting with nothing and ending up where we are; very supportive and responsive; kept us together--shared information; very personable and easy to communicate with, also very enthusiastic--made us feel good about working

on this project; patient and pleasant and have the knack of getting people ready to do the job expected of them; I knew if I called, you would be there to help!

7. What would you say have been the Tri-State Parenting Collaborative's most substantive accomplishments?

   Commitment to parenting education; improved quality of parenting education programs; more students involved; University now has course known for excellence; model for inservice; development of course to be continued as part of home economics education at North Dakota State University; valuable contacts outside home economics; additional materials; additional leaders among home economics teachers; sharing among three states; networking nationally, locally, statewide; support system for teachers; development of leadership and consultation skills; community awareness; providing funds for parenting materials; innovation in curriculum; visibility to administrators of home economics; University students promoting parenting skills to peers and adolescents; structured sessions of teachers sharing successes; classroom teachers seeing how University can support them; refining (and implementing) model for educational change; professional development of steering committee members; rationales developed for individual programs.

Based on the data presented--achievement of goals, increased student learning, and positive perceptions of key project personnel--we believe the project has been a success. As a result of the Tri-State Parenting Collaborative effort, there has been a significant quantitative and qualitative increase in parenting education in Minnesota, North and South Dakota.

Part Six
Conclusion

Concluding statement and bibliography

CONCLUSION

In the introduction to this report several questions were raised which guided our early thinking about the Tri-State Parenting Collaborative project. The answers to those questions are included in the text of this report, except for the final one: How can we best provide for the continuation of the EFP models created in the tri-state area after the cessation of funding?

From the start, we recognized the fact that continuation of activities was dependent upon the commitment of key organizations and people in each state to the goals of the project and upon our ability to institutionalize elements of the project within ongoing organizations such as state education agencies, universities, community agencies, and local schools. Prior to the end of the project we surveyed members of the Steering Committees in each state to determine what activities would be sustained after funding from The Bush Foundation ended.

Continuing Activities in Minnesota

- The University of Minnesota will continue to offer the graduate-level Summer Workshop on the materials and methods of parenting education, on a tuition basis.
- The University of Minnesota will continue to offer the graduate-level Advanced Leadership Skills Workshop on a tuition basis, if sufficient interest is evidenced by teachers.
- The State Department of Education will provide sufficient funds to the University of Minnesota to maintain the team-teaching model for the Summer Workshops.
- Both the university and state department will utilize the Field Associates on a per diem basis, as needs arise.

- The state department will continue to focus attention on EFP through a quarterly newsletter.
- The university will establish a "Human Development Laboratory" within Home Economics Education as a materials/resource center.

Continuing Activities in North Dakota

- The State Board for Vocational Education will continue to share EFP materials and resources with others around the state.
- The State Board for Vocational Education will develop a general outline for a semester-long secondary-level class in parenting.
- North Dakota State University will probably continue to offer the Summer Workshop on a tuition basis.
- The university will expand the community/adult education component of the project.

Continuing Activities in South Dakota

- The State Department of Education and Cultural Affairs will continue public awareness activities relative to parenting.
- The State Department will continue to provide technical assistance via phone, letter, and/or site visits.
- South Dakota State University will provide resources and inservice workshops for teachers to strengthen existing programs.
- The university will introduce parenting education into pre-service courses.
- The university will utilize the Field Associates as contact people in their respective areas of the state.

In addition, the Field Associates remain as a continuing resource in each state and can be called upon, on a consultant basis, by schools and community agencies wishing to introduce or expand parenting programs. And, most importantly, those involved with the project over a five-year

period continue to reach both adolescents and adults through ongoing classes and workshops offered as a regular part of the school curriculum and agency services. Each year a minimum of 100 persons are involved in Education for Parenthood through these classes and workshops.

We hope that you have found this report useful and that those wishing to establish mechanisms for the support of Education for Parenthood activities in their own state or region will feel free to replicate the model developed in Minnesota, North and South Dakota. For further information, you are invited to contact any of the key project personnel listed.

In conclusion, I wish to thank our project officer, Mr. Stanley Shepard of The Bush Foundation, for his continuing interest in, and support of, our work. I also wish to thank the personnel of EDC and of the tri-state area who believed in our work and gave so much of themselves to insure the success of our efforts. Because of them, Education for Parenthood is a reality for significant numbers of people in Minnesota, North and South Dakota; and even more people will be involved in parenting programs over the next several years.

Listing of Key Project Personnel by State and Role

Project Director	Dennen Reilley Education Development Center, Inc. Newton, MA
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Cambridge Senior High School
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State Department of Education
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St. Cloud, MN

Dr. Ruth McNeal
Mankato State University
Mankato, MN

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White Bear Lake, MN

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Anoka, MN

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St. Cloud, MN

Pam Raeder
Minneota High School
Minneota, MN

Marge Ryerson
Visitation High School
West St. Paul, MN

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Dilworth High School
Dilworth, MN

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Edina, MN

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Bismarck, ND

North Dakota
Advisory Board

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Vetta Loveland
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Foundation
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	Dr. Richard Hanson North Dakota State University Fargo, ND
	Linda Simmons State Health Department Bismarck, ND
	Phyllis Wigen State Social Service Board Bismarck, ND
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Marlene Brands
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South Dakota State University
Brookings, SD

Shirley DeZottel
Flandreau Indian School
Flandreau, SD

Dorothy Noonan
March of Dimes Birth Defects
Foundation
Highmore, SD

Alice Rasmussen
Consultant in Child Development
Pierre, SD

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Field Associates

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Viborg High School
Viborg, SD

Lois Massa
Custer High School
Custer, SD

Mary Lou Siewert
McIntosh High School
McIntosh, SD

State Evaluation Coordinators

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North Dakota — Dr. Jennette Dittmann
North Dakota State University
and
Deborah Gebeke

South Dakota	Dr. Edna Anderson South Dakota State University and Kristi Speaker

Schools and Teachers Involved in the Study

Minnesota	Secondary Vocational Center Duluth, Minnesota (Phyllis Hudler)
	Marshall University High School Minneapolis, Minnesota (Lynn Jessen)
	St. Cloud Technical School St. Cloud, Minnesota (Jane Mastrionna)
	Holy Trinity High School Winsted, Minnesota (Margaret Hopkinson)
North Dakota	Bismarck High School Bismarck, North Dakota (Alma Nelson)
	Century High School Bismarck, North Dakota (Tom Decker)
	Carrington High School Carrington, North Dakota (Joanne Backlund)
	Mandan Senior High School Mandon, North Dakota (Geraldine Anderson)
	Munich High School Munich, North Dakota (Marjorie Belanus)
	Williston High School Williston, North Dakota (Pearl Altenburg)
South Dakota	Aberdeen High School Aberdeen, South Dakota (Natalie Myhre)

Clear Lake High School
Clear Lake, South Dakota
(Karlys Wells)

Gregory High School
Gregory, South Dakota
(Kathleen Kayl)

Lake Preston High School
Lake Preston, South Dakota
(Natalie Iverson)

Milbank High School
Milbank, South Dakota
(Trudy Ogren)

Todd County High School
Mission, South Dakota
(Monica Whiting)

Wessington Springs High School
Wessington, South Dakota
(Charlotte Schuur)

Maps of the Tri-State Area

The following seven pages indicate the Field Associate network and the distribution of Summer Workshop participants.

Minnesota	Field Associates, 1977-79	.....
	Field Associates, 1979-82	.....
	Summer Workshop Participation	.....
North Dakota	Field Associates	.....
	Summer Workshop Participation	.....
South Dakota	Field Associates	.....
	Summer Workshop Participation	.....

Key

▲ Senior Field Associate

● Field Associate

Summer Workshop Participation, by County:

No participants

1 participant

2-5 participants

6 or more participants

NOTE: No Summer Workshop participants or Field Associates were selected from the southern part of the state during the initial year. Susan Hallonquist, a Field Associate from the Twin Cities area, was assigned responsibility for that area, and as result of her efforts, two F.A.'s and 25 percent of the Summer Workshop participants were from southern Minnesota during subsequent years.

MINNESOTA
Scale of Miles
0 20 40 80
CANADA
IOWA
N. DAK.
S. DAK.
WIS.
WRIGHT
ANOKA
WASHINGTON
HENNEPIN
RAMSEY
DAKOTA
Minneapolis
St. Paul
Bloomington
Brooklyn Park
Coon Rapids
Blaine
Roseville
New Hope
Golden Valley
Brooklyn Center
Fridley
Edina
Richfield
Eden Prairie
Chanhassen
Mendota Hts.
West St. Paul
Inver Grove Hts.
Cottage Grove
Hastings
Rosemount
Farmington
Lakeville
Apple Valley
Burnsville
Prior Lake
Shakopee
Chaska
Carver
Waconia
Norwood
Young America
Glencoe
Arlington
Hutchinson
Litchfield
Willmar
Montevideo
Appleton
Ortonville
Morris
Elbow Lake
Alexandria
Fergus Falls
Detroit Lakes
Park Rapids
Bemidji
Thief River Falls
Crookston
Red Lake Falls
Warren
Roseau
Hallock
KITTSON
ROSEAU
MARSHALL
POLK
PENNINGTON
RED LAKE
NORMAN
MAHNOMEN
CLAY
BECKER
WILKIN
OTTER TAIL
GRANT
DOUGLAS
STEVENS
TRAVERSE
BIG STONE
POPE
STEARNS
TODD
WADENA
CASS
HUBBARD
CLEARWATER
BELTRAMI
LAKE OF THE WOODS
KOOCHICHING
ITASCA
CROW WING
AITKIN
MORRISON
BENTON
SHERBURNE
WRIGHT
MEEKER
RENVILLE
CHIPPEWA
LAC QUI PARLE
YELLOW MEDICINE
LINCOLN
LYON
REDWOOD
BROWN
NICOLLET
LE SUEUR
SIBLEY
SCOTT
CARVER
MURRAY
COTTONWOOD
WATONWAN
BLUE EARTH
FARIBAULT
MARTIN
JACKSON
NOBLES
ROCK
PIPESTONE
WASECA
STEELE
DODGE
OLMSTED
WINONA
GOODHUE
WABASHA
MOWER
FILLMORE
HOUSTON
ST. LOUIS
LAKE
COOK
CARLTON
PINE
KANABEC
MILLE LACS
ISANTI
CHISAGO
Virginia
Hibbing
Ely
Babbitt
Cloquet
Duluth
Grand Marais
Grand Portage
Silver Bay
Beaver Bay
Knife River
Moose Lake
Sandstone
Hinckley
Aitkin
Brainerd
Staples
Wadena
Park Rapids
Bemidji
Bagley
Crookston
Fosston
Mahnomen
Detroit Lakes
Perham
Pelican Rapids
Fergus Falls
Elbow Lake
Alexandria
Morris
Benson
Willmar
Litchfield
Hutchinson
Glencoe
Redwood Falls
Marshall
Granite Falls
Clarkfield
Madison
Montevideo
Dawson
Appleton
Ortonville
Milaca
Princeton
Cambridge
Rush City
North Branch
Lindstrom
Chisago City
Forest Lake
Wyoming
Stillwater
Lake Elmo
Oakdale
Woodbury
Newport
Cottage Grove
Hastings
Red Wing
Lake City
Wabasha
Zumbrota
Pine Island
Plainview
Kenyon
Faribault
Northfield
Cannon Falls
Rochester
Chatfield
Rushford
Lanesboro
Preston
Spring Valley
Austin
Albert Lea
Blue Earth
Fairmont
Winnebago
Wells
Trumann
Sherburn
Lakefield
Jackson
Worthington
Luverne
Adrian
Ellsworth
Slayton
Tracy
Lambert
Springfield
Sleepy Eye
New Ulm
Mankato
North Mankato
Madelia
Lake Crystal
Mapleton
Janesville
Waterville
Montgomery
Le Center
Owatonna
Dodge Center
Kasson
Stewartville
Bloomington Prairie
Rochester
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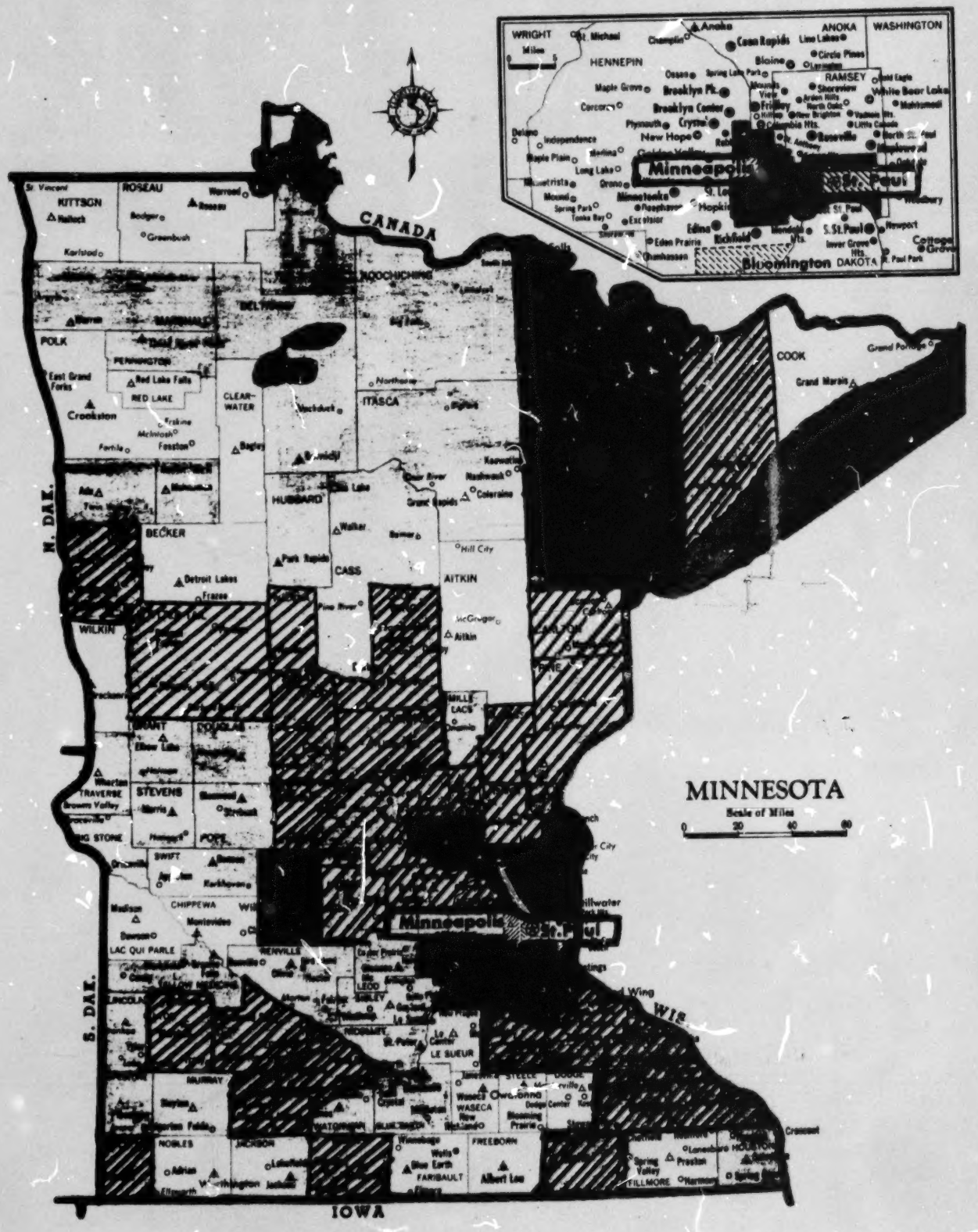
North Dakota
South Dakota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Bloomington
CANADA
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ROSEAU
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POLK
PENNINGTON
RED LAKE
CLEARWATER
BELTRAMI
KOOCHICHING
ITASCA
COOK
LAKE
HUBBARD
BECKER
CASS
AITKIN
WILKIN
GRANT
DOUGLAS
STEVENS
TRAVERSE
BIG STONE
POPE
SWIFT
CHIPPEWA
LAC QUI PARLE
YELLOW MEDICINE
LINCOLN
LYON
REDWOOD
RENVILLE
LEDO
SIBLEY
NICOLLET
LE SUEUR
MURRAY
WASECA
STEELE
DODGE
OLMSTED
NOBLES
JACKSON
WATONWAN
BLUE EARTH
FARIBAULT
FREEBORN
Albert Lea
FILLMORE
HOUSTON
N. DAK.
S. DAK.
WIS.
IOWA
MINNESOTA
Scale of Miles
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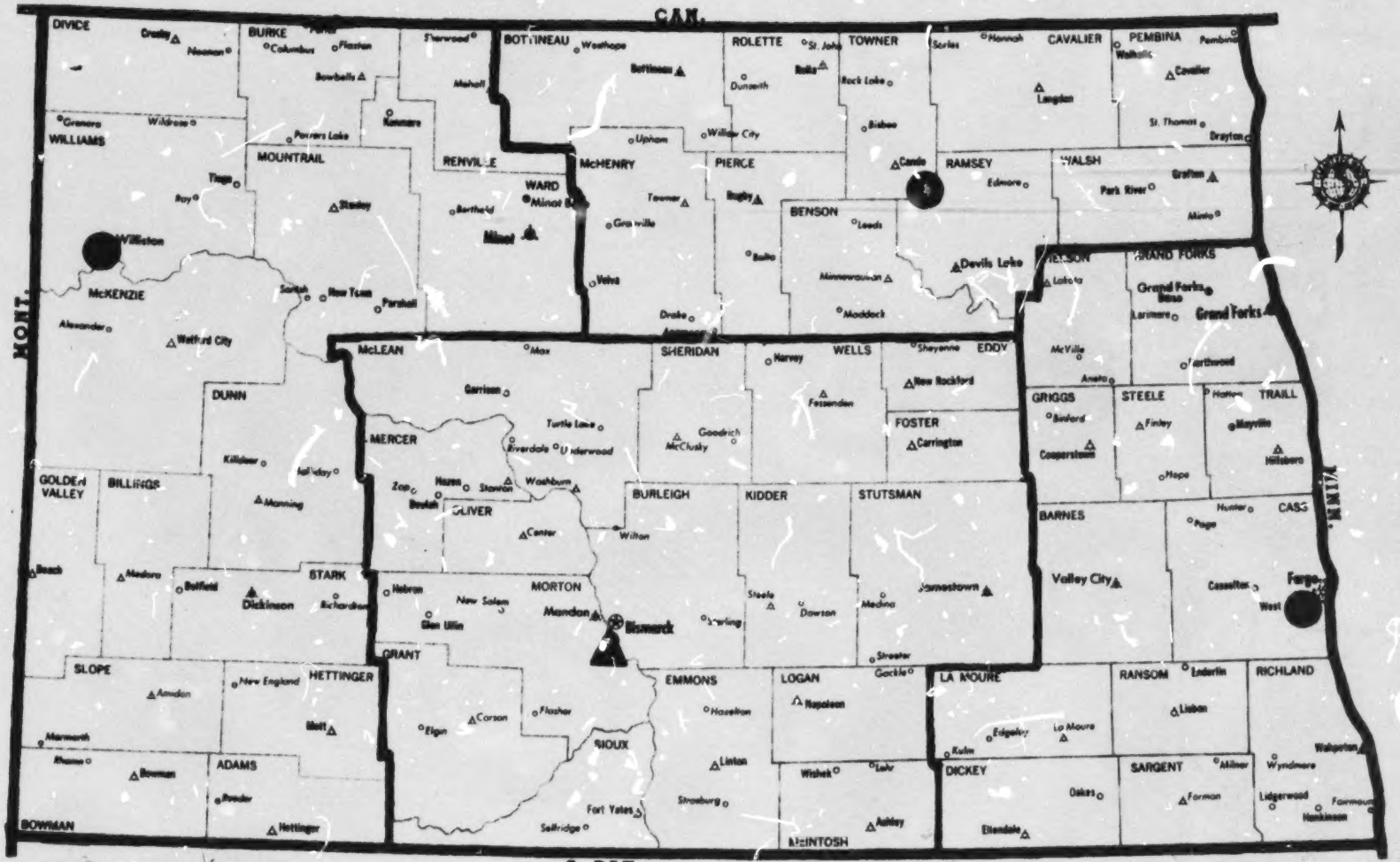


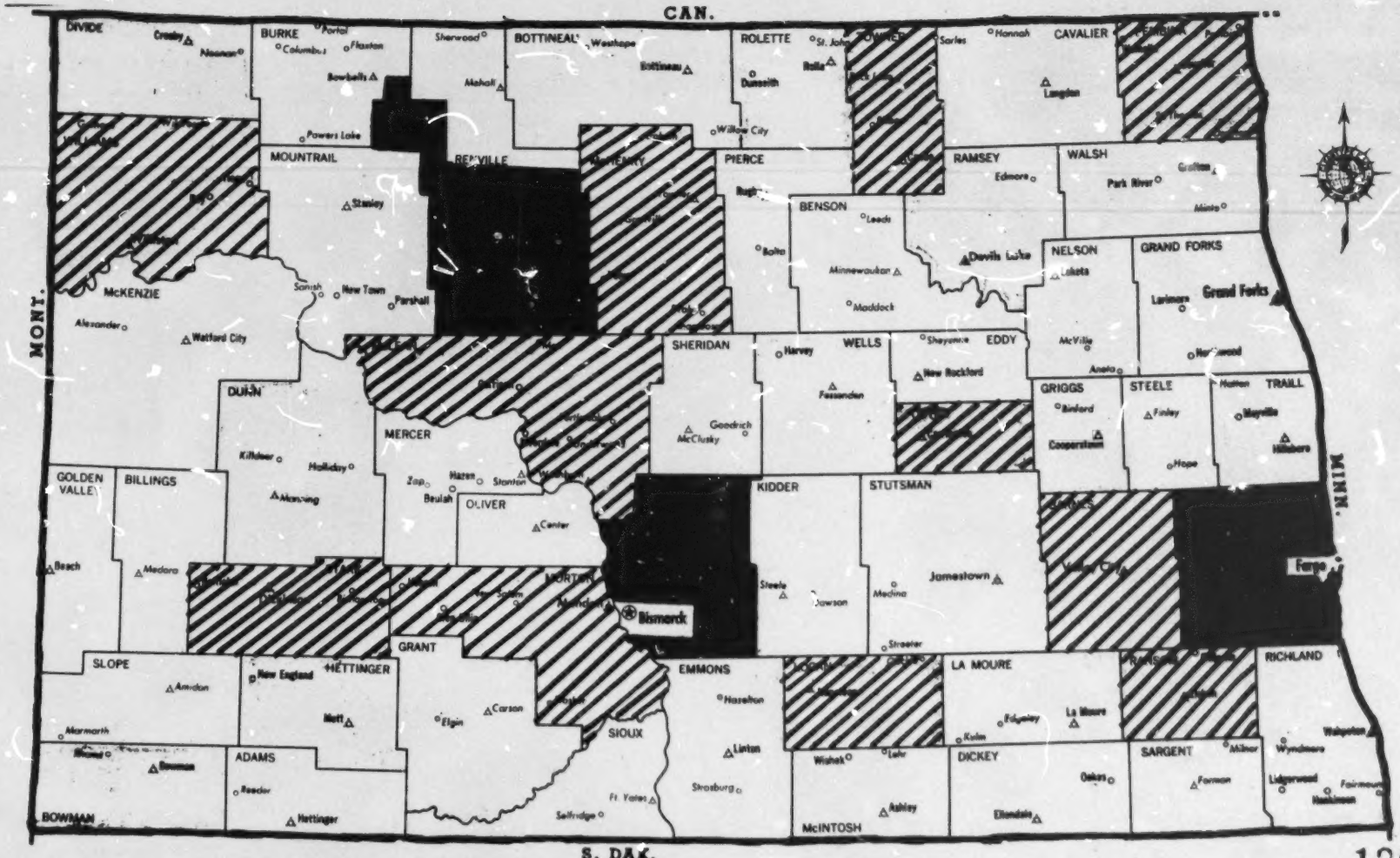
NORTH DAKOTA

Scale of Miles

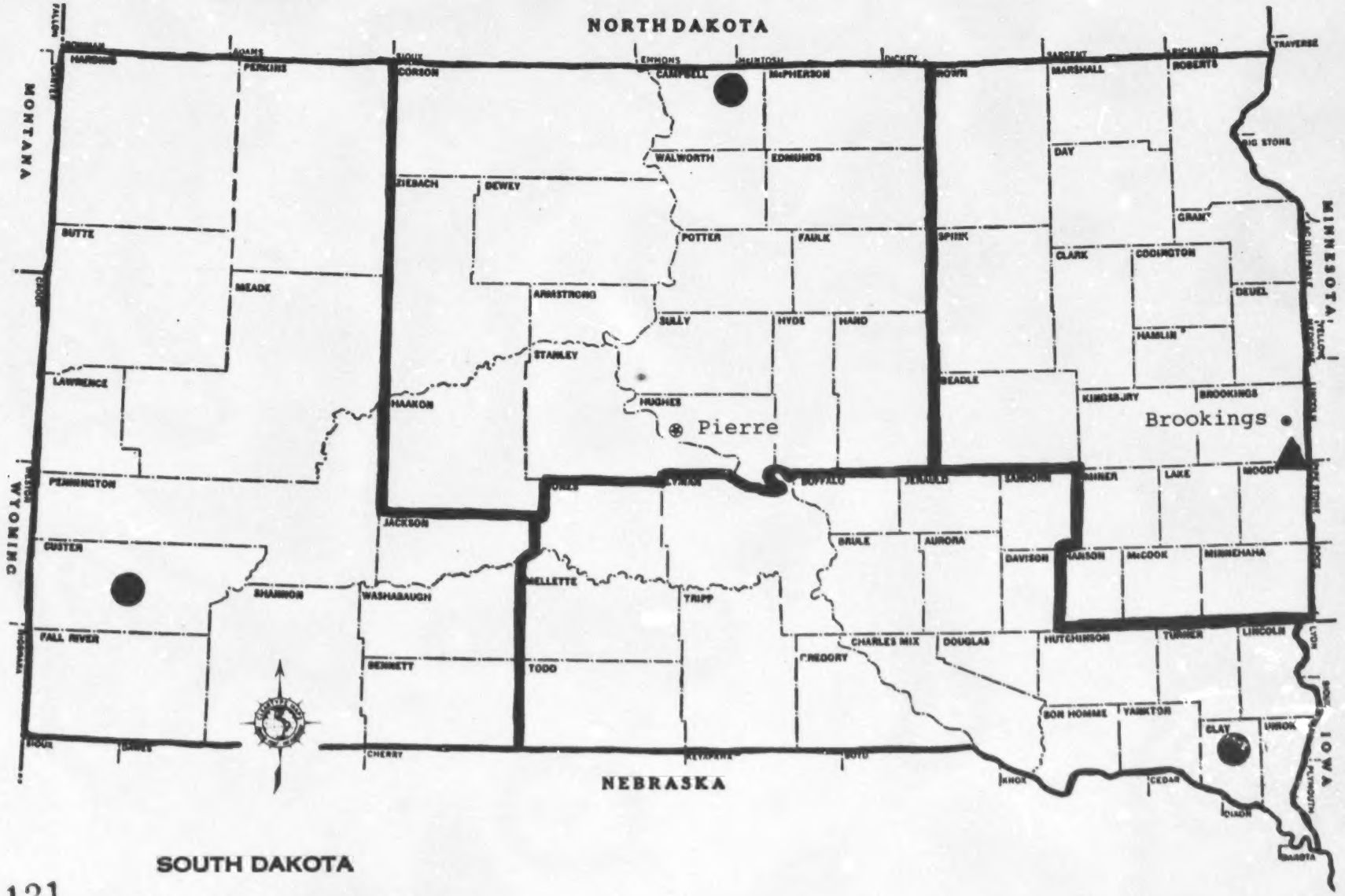
0 10 20 30 40 50

117

118



NORTH DAKOTA


NORTH DAKOTA
MONTANA
MINNESOTA
WYOMING
NEBRASKA
IOWA
Pierre
Brookings
HARDING
PERKINS
CORSON
CAMPBELL
McPHERSON
MARSHALL
ROBERTS
WALWORTH
EDMUNDS
DEWEY
ZIEBACH
POTTER
FAULK
BUTTE
MEADE
ARMSTRONG
SULLY
HYDE
HAND
STANLEY
HUGHES
HAAKON
LAWRENCE
PENNINGTON
JACKSON
CUSTER
SHANNON
WASHABAUGH
MELLETTE
TRIPP
FALL RIVER
BENNETT
TODD
BRULE
AURORA
DAVISON
HANSON
McCOOK
MINNEHAHA
CHARLES MIX
DOUGLAS
GREGORY
HUTCHINSON
TURNER
LINCOLN
BON HOMME
YANKTON
CLAY
UNION
DAY
SPINK
CLARK
CODINGTON
DEUEL
HAMLIN
BEADLE
KINGSBURY
BROOKINGS
MINER
LAKE
MOODY
SOUTH DAKOTA

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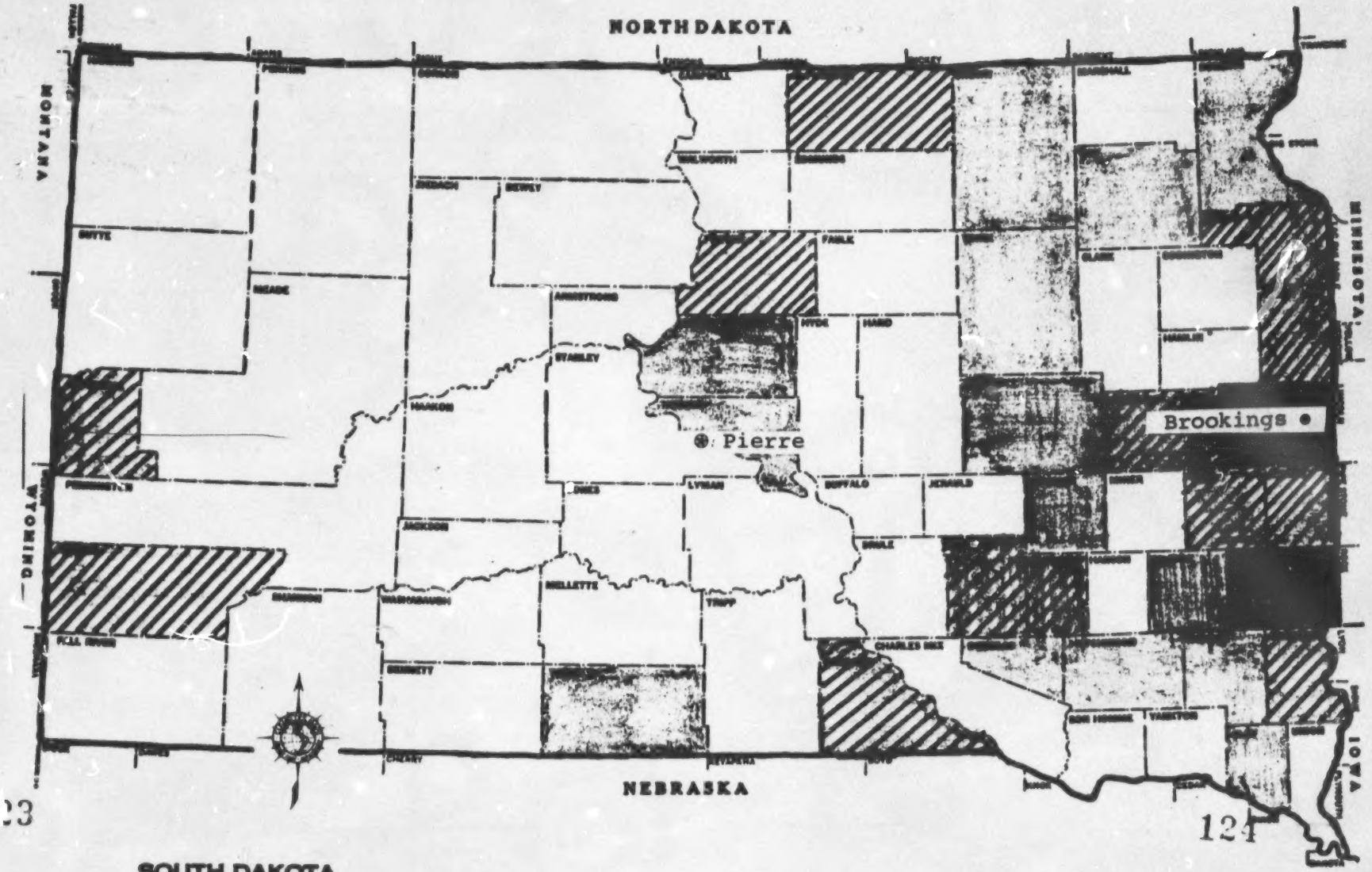

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SOUTH DAKOTA

A position paper prepared by Tri-State Parenting Collaborative personnel in Minnesota for Governor Quie and the Governor's Conference on Families in 1978 follows here.

Education for Parenthood in Secondary Schools

- Ninety-five percent of our population will marry; 96 percent of those who marry will become parents.
- Thirty-two years of a parent's life are spent actively in the role of parent.
- Parenting is a long-term role, with little formal preparation.
- One of every five babies born is to a teenage mother.

These are only a few of the facts that point to the need for Education for Parenthood. Other facts such as increases in illegitimate births, increased incidences of child neglect, the decreasing size of the nuclear family, and the increasing number of single parents have increased the impetus for parenting programs in our nation's schools.

It has been recognized by many groups and individuals, including educators and the Federal Government, that educating our young people to be more successful parents, whenever they assume the responsibility of that role in life, will help to reverse some of the negative trends in child-rearing.

However, parenting education includes more than just the role of parent. Each of us, male and female, needs to be educated in our responsibilities to children as voters, camp counselors, and community members. Through these societal roles we establish policies that affect both children and their families.

Education for Parenthood is based on three premises: (1) School and community programs should supplement, rather than replace, any parenting training received at home; (2) Programs should strengthen the family as the most important influence on a child's life; (3) The more young people know about child development and childrearing, the better equipped they will be to make informed decisions about marriage and parenthood.

Education for Parenthood/child development classes at the secondary level prepare students for parenthood: by

offering experiences with young children, by developing competency in working with children, by developing an understanding of how a child sees the world, by giving a sense of the biological and social forces that influence the development of a child, by exploring their own identities, and by developing a positive sense of themselves as people and caregivers. Students gain a greater appreciation for the traditions, lifestyles and values of their own families, as well as of families that differ from their own.

Through child development/parenting courses young people understand more about themselves and others. They gain the realization that they have control to make decisions about their own lives and gain practice in making effective decisions based on logical rational thought. An opportunity is also available to influence others by supporting parents and encouraging a child's growth and development.

There are programs in existence at this time: the more effective programs include a direct experience with young children as a key component. This experience may involve secondary students working at a fieldsite in their own community, such as nursery schools, day care centers, family day care homes, etc., or working in neighborhood play centers established within their own schools. Because of the complexity of conducting an experiential child development/parenting program, teachers are often discouraged from implementing new programs or expanding programs already in existence. Some of the major difficulties encountered are lack of funds for transportation to fieldsites and/or lack of funds for qualified personnel to supervise the children's program. Teachers also need additional coordination time to supervise students in field experiences and provide the link between the classroom and the experience with young children. Because of declining enrollment within school districts and increasingly limited budgets, coordination time is not available. Also, funding for inservice training for teachers committed to quality childhood/parenting programs is extremely limited.

Recommendations

Obtain endorsement from the State Board of Education in order to influence decisions at the local level to offer Education for Parenthood to secondary school students.

Legislate funds for pilot programs' staff development, transportation, and coordination time to encourage quality programs for secondary students.

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